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ABSTRACT

A review and bibliography of the history of curriculum development in the United States is presented. The document is comprised of two parts. Part I traces the history of curriculum thought and practice up to 1955. Periods covered include: Herbartianism (1895-1905), which represented the first major formulation of curriculum methodology based on the theories of Johann F. Herbart; Progressive Education (1905-1915), based on the principles of John Dewey: The Efficiency Movement (1915-1925) which marked the scientific approach to curriculum decision making; Social Reconstructionism (1925-1935), which marked an expansion of the definition of curriculum to include all school directed activities; Curriculum as Pupil Experiences (1935-1945); and the Post-War Era (1945-1955) characterized by new courses of study and renewed emphasis on subjects of mathematics and science. References to classic works on curriculum for each period are included. Part II contains a partially annotated bibliography which lists over 700 books, reports, and exemplary journal articles published between 1955 and 1971. The bibliography contains two sections, one devoted to books and major reports, the second to periodical literature. Each section is comprised of three subsections: general, curriculum development, and curriculum evaluation. Entries are listed alphabetically by author within each subsection. (KC)

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Staff Paper

AN UNCRITICAL REVIEW OF "THE CURRICULUM LITERATURE," 1955-1970

by
Saul Lavisky

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PREFATORY NOTE

In 21 years of research and development on training and education, principally for the Department of the Army, HumRRO scientists have produced literally hundres of programs of instruction and parts of programs. The vast majority of them have proven demonstrably superior to the conventional programs they were designed to replace.

In civilian education, a comparable activity goes on under the label "curriculum development" (sometimes called "curriculum construction" or "curriculum improvement"). There are many parallels between HumRRO work for the Army and that of curriculum-development specialists in civilian education. There are also many differences.

The HumRRO scientists who want to move from Army-related work into the civilian arena will find it helpful to have a familiarity with the "literature" of civilian curriculum development. This selected, partially annotated bibliography should prove useful as a guide to that literature.

The first section provides a brief note on how American educators became interested in "the curriculum" as a special field of study, and makes reference to certain "classics" in that field.

A second section focuses on the curriculum literature of the past 15 years, concentrating on books rather than on more ephemeral journal articles.

Because of the centrality of the curriculum as a concern of today's educators, the number of books and journal articles which could conceivably be examined with profit is discouragingly large.

A reader who is seriously interested in studying curriculum literature in depth would be well advised to acquaint himself with the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association. The ASCD was originally organized in 1929 when the National Conference on Educational Method became the NEA Department of Supervisors and Directors of Instruction. In 1943, it changed its name to the Department of Supervision and Curriculum Development and, in 1946, took its present name.

In addition to its yearbooks (dating back to 1927) and its monographs (it publishes several each year), the ASCD has

published at least one journal regularly since 1921. There is a wealth of material on the curriculum in the *Journal of Educational Method* (published from 1921 to 1943), *Building America* (1935 to 1946), *Educational Leadership* (1943 to date), and *ASCD News Exchange* (1947 to date).

Because of the orientation of HumRRO personnel towards research, another rich vein of information on the curriculum will be found in the four decennial editions of the *Encyclopedia of Educational Research*, published by the American Educational Research Association in 1941, 1950, 1960, and 1971. These are not encyclopedias in the usual sense, but are instead compilations of critical and evaluative syntheses of research accomplished on key aspects of education. The curriculum and curriculum-related topics are prominently featured.

The American Educational Research Association (AERA) also publishes the *Review of Educational Research* five times each year. From 1931 to 1970, the *Review* covered selected topics--including the curriculum--in three-year cycles. That is, every three years, an entire issue would be devoted to the curriculum--identifying, summarizing, and analyzing significant studies on that topic which had been reported during the preceding three-year period. The first issue of the *Review's* first volume was devoted to the curriculum; the June 1969 issue was the 13th and last in the series. (In June 1970, the *Review's* editors adopted a new policy of publishing unsolicited reviews of research on diverse topics of the contributor's choosing. At that time, AERA announced plans for an *Annual Review of Educational Research*, but at this writing, the proposed publication has not yet appeared.)

Another important guide to curriculum literature is *The Education Index*, published by the H.W. Wilson Company. The *Index* lists practically all current references to educational literature (including that devoted to the curriculum) which appears in significant American and some few British and Canadian sources--journals, yearbooks, educational books, bulletins, reports, and special publications.

The first issue of *The Education Index* appeared on Jan. 1, 1929, and issues have appeared monthly (except for Augusts) ever since. From 1929 to 1953, a cumulative edition was issued every three years. Beginning in 1954, each even-numbered year has a one-year cumulation; each odd-numbered year has a two-year cumulation. Each clothbound volume shows on its spine the exact period it covers.

In the *Index*, general articles on the curriculum are listed under the main heading "Curriculum," with a large

number of sub-heads in current use. For articles on curriculum in a particular field, the researcher should look for that field as a main heading, with "Curriculum" as a subheading. For educational research items, the appropriate main heading is "Research, educational."

One final source of information on curriculum literature should be noted--the Educational Resources Information Center (ERIC) and its several clearinghouses. ERIC is a national educational information system, a network of decentralized information centers, and a source for obtaining documents on various aspects of education--including, of course, the curriculum.

ERIC collects, stores, announces, and disseminates information on education. It provides copies of educational documents at nominal costs, and it prepares bibliographies and research reviews on critical topics.

The U.S. Office of Education began publishing *Research in Education* in November 1966 as a service of the ERIC system. This monthly journal of abstracts announces recently completed research or research-related reports of interest to the educational community. Copies of most of the reports listed in *Research in Education* are available (in microfiche or hardcopy) from the ERIC Document Reproduction Service. Sources for copyrighted materials (which must be obtained elsewhere) are identified wherever necessary.

TABLE OF CONTENTS

	Page
PREFATORY NOTE	i
THE EARLY YEARS	1
CURRENT CURRICULUM LITERATURE	24
BOOKS AND REPORTS	25
General	25
Curriculum Development	63
Curriculum Evaluation	81
JOURNAL ARTICLES	96
General	96
Curriculum Development	106
Curriculum Evaluation	112

THE EARLY YEARS

What shall the schools teach, and to what depth and breadth? This perdurable question has both plagued and stimulated American educators since the middle of the 19th century when it finally became clear that there would be free, tax-supported public schools in these United States.

Until that time, there had been three principal types of elementary schools in this country, each with its own typical subject-matter offerings.

The *dame school* was usually run in a private home by some woman who, for a fee, would teach neighborhood children the rudiments of reading, writing, and in some cases, the catechism.

The *school of the three R's* was a concept brought to this country by the colonists. In such schools, the master would teach reading, writing, reckoning, and the simplest elements of merchants' accounts.

The *Latin grammar school* was also imported to America by the colonists. Such schools would take the child at age seven or eight and prepare him for admission to college at about age fifteen. Although reading and writing were taught, little attention was paid to mathematics. Emphasis was placed on Latin, which was the *lingua franca* of religion and learning. Some Latin grammar schools also taught Greek.

Once the idea of universal, free education had taken firm root, various groups began to pressure the schools to add "practical" courses of instruction to those already being offered. By the end of the century, the program of the typical American school was a haphazard, disjointed, and overcrowded conglomeration of "subjects" being taught in response to demands the typical schoolmaster had been unable to resist.

Beginning in about 1895, there occurred the first of six "movements" in which prominent American educators attempted to develop systematic, rational methodologies for answering the question posed at the beginning of this section--"What shall the schools teach, and to what depth and breadth?"

Those educators and other interested persons who sought to answer this question are commonly said to have been concerned with "the curriculum," and their writings are referred to as the curriculum "literature."

To understand and appreciate the curriculum literature of the past 15 years, it is helpful, first, to recognize that there is, as yet, no universally acceptable definition of *the curriculum*. As the late Virgil E. Herrick explained:

> *Students of the curriculum and its related problems of instructional methodology do not share a precise definition of curriculum, nor do they agree on the nature of the observations to be made or the range of phenomena which are to be incorporated into curriculum planning or theorizing.* (1)

Different definitions of "curriculum" have held sway at different times in American educational history. The most prominent of these have been summarized by Professor Vernon E. Anderson:

> *It is impossible to attempt to define the curriculum without exhibiting a point of view. . . . In the early history of curriculum development, the curriculum was often interpreted to mean the course of study, . . . An implied definition of the curriculum on most college campuses is the list of courses offered by the various schools and colleges, and their combination into a sequence of courses for a student with a specific educational objective. . . . In secondary schools, the terms "curricula" and "courses" commonly refer to the grouping of subjects into various combinations around some future vocational objective. . . . In practice, perhaps the most commonly accepted definition of the curriculum is that it consists of the subject-matter taught to the students. . . . A point of view which has generally been accepted in the professional literature on curriculum since Caswell and Campbell's significant work in 1935 is the definition of the curriculum in terms of pupil experiences under the guidance of the school. . . . It is conceived of as the whole of the interacting forces of the total environment provided for pupils by the school and the pupils' experiences in that environment.* (2)

1895 to 1905: Herbartianism

Just as the early Americans had imported their ideas about schools from "the old country," so did they import their first major formulation of curriculum methodology--Herbartianism.

Johann F. Herbart (1776-1841) was a German psychologist and educator who sought to change education from a primarily intuitional kind of practice into a scholarly discipline. He addressed himself to the aims, contents, and methods of instruction. For Herbart, the chief aim of education was broadly social, rather than personal. The purpose of education, in his view, was to prepare men to live properly in organized society, to develop a student's personal character and to prepare him for social usefulness.

Herbart saw "mind" as the sum total of impressions which resulted from a "soul's" relation to the world. Consequently, he saw education as a matter of relating new ideas to the previously acquired body of ideas (to the "apperceptive mass"). He insisted on a coordination of psychology and ethics in instruction--psychology to provide knowledge about the human mind to be educated, and ethics to provide guidelines on the social ends toward which education should be directed. The instructional methods most desired were those by which the teacher obtained the student's interest without force and without "sugar-coating" the subject-matter.

Herbart's ideas about education did not "catch fire" even in his native Germany, until after his death. The turning point apparently came in 1865 when Tuiskon Ziller, at the University of Jena, published *Basis of the Doctrine of Instruction as a Moral Force*--an interpretation of, and extrapolation from, Herbart's theories.

At that time, there were many Americans who studied in Germany, which had a well-deserved reputation for the excellence of its educational system. Some of them became imbued with the spirit of Herbartianism and brought these ideas back to the United States. They also brought back two key German texts on Herbartianism whic, when translated, began to have influence on education in this country. These were:

Ufer, Christian. *Introduction to the Pedagogy of Herbart*, translated by J.C. Zinser. Boston: D.C. Heath, 1894.

Lange, Karl. *Apperception*. Edited by Charles DeGarmo. Boston: D.C. Heath, 1893.

In the United States, in the period 1895-1905, the disciples of Herbart numbered among their members such prominent educators as Dr. James E. Russell, Dean of Teachers College, Columbia University; Dr. Elmer E. Brown, U.S. Commissioner of Education; Dr. Charles DeGarmo, President of Swarthmore College; Dr. Edmund James, President of the University of Illinois;

Colonel Francis W. Parker; and Charles and Frank McMurry. These men, and others, joined together in 1895 to form the National Herbart Society for the Scientific Study of Teaching, thereby marking the beginning of the "Herbartian Movement" in this country. (This organization, with several name changes over the years, is still alive today as the National Society for the Study of Education. Its yearbooks contain some of the most important and influential writings on educational topics produced in this century.)

Readers interested in the literature of Herbartianism in the United States are directed to the following works.

DeGarmo, Charles. *Herbart and the Herbartians*. New York: Charles Scribner's Sons, 1895.

McMurry, Charles A. *The Elements of General Method*. Revised edition. New York: The Macmillan Company, 1903.

McMurry, Charles A. *How to Organize the Curriculum*. New York: The Macmillan Company, 1923.

National Education Association, Committee of Ten on Secondary School Studies. *Report*. U.S. Bureau of Education. Washington, D.C.: U.S. Government Printing Office, 1893.

Parker, Francis M. *Talks on Pedagogics: An Outline of the Theory of Concentration*. New York: E.L. Kellogg & Co., 1894.

1905 to 1915: Progressive Education

On any list of educators who have exerted powerful influence on the course of American schooling, the name of John Dewey (1859-1952) would be writ in large letters. This famous philosopher/educator was one of the "fathers" of progressive education. He had a long and active career, first as a public school teacher (1879-1882) and then as a college professor (1888-1952). He was one of America's most important philosophers, and he espoused a typically American philosophy--Pragmatism. He was a prolific writer; his first published work appeared in 1881 and his last in 1952, the year he died.

For these reasons, among many others, Dewey's name is widely known in this country and abroad. Unfortunately, because of the complexity of his ideas and because his style of writing was sometimes hard to follow, his views have frequently been misinterpreted--both by his critics and his disciples.

Dewey seemed to see life as a process of intelligent adaptation to, and control of, the environment--for personal and social ends. He saw education as part of that process, not as something separate and apart. For him, education was an important instrument for realizing his philosophy in practice. Like the Herbartians, Dewey was interested in establishing a psychological basis for instruction. However, where the Herbartians believed that there was a fixed body of knowledge that was both invaluable and inherently interesting to all students, Dewey contended that knowledge (and ideas) were interesting to a student only insofar as it was useful to him, and could be perceived as being so. Further, he held that it was essential that the satisfaction of individual purpose be rooted in a social context if education was to lead to moral conduct. Morality, according to Dewey, is necessarily social in character.

Dewey wanted a curriculum that would widen a child's understanding of social relations, ideals, and means. As resources for such a curriculum, he suggested: (1) the life of the school as a social institution, as an embryonic community; (2) the methods of learning and doing work; (3) the school studies--the personal experiencing by the student of history, science, mathematics, or geography. Further, he wanted the curriculum organized in such a way that the child's personal experiences would reveal to him the basic and typical aspects of social life.

As has been noted, Dewey was a prolific (if prolix) writer. It is impossible, here, to do justice to the many important ideas he proposed to American educators. However, it can be said in summary that he was concerned, in educational planning, with: (1) the nature of the individual; (2) the nature of learning; (3) social cultures; and (4) instructional methodology.

While teaching at the University of Chicago (1894-1904), he established a Laboratory School in which he put his ideas to practical test. In short order, there arose a great hue and cry that the School was subversive, and worse. To refute these charges, and to raise money for the School, Dewey delivered three lectures on "The School and Society." These lectures were expanded, set into print, and became the most widely disseminated of all his writings.

Dewey, John. *The School and Society*. Chicago: University of Chicago Press, 1900.

Dewey felt that those responsible for curriculum development should have, as their central concern, the present experience of the child. He believed in a "new" education--one that

experimental in nature, child-centered, and directed toward improving society. He stated his opposition to a subject-centered curriculum, strongly, in:

Dewey, John. *The Child and the Curriculum.* Chicago: University of Chicago Press, 1902.

An interesting note is that he also took this opportunity to express his displeasure with some of the more extreme programs of those advocating a "child-centered approach."

> *Just as, upon the whole, it was the weakness of the 'old education' that it made invidious comparisons between the immaturity of the child and the maturity of the adult, regarding the former as something to be got away from as soon as possible and as much as possible; so it is the danger of the 'new education' that it regards the child's present powers and interests as something finally significant in themselves. In truth, his learnings and achievements are fluid and moving. They change from day to day and from hour to hour. . . . It will do hard if child-study leave in the popular mind the impression that a child of a given age has a positive equipment of purposes and interests to be cultivated just as they stand.*
>
> *. . . But save as the teacher knows, knows wisely and thoroughly, the race-experience which is embodied in that thing we call the Curriculum, the teacher knows neither what the present power, capacity, or attitude is, nor yet how it is to be asserted, exercised, and realized.* (3)

To get a feeling for the extraordinary diversity of the progressive education movement in its early days, the reader is referred to a book John Dewey wrote in collaboration with his daughter:

Dewey, John, and Dewey, Evelyn. *Schools of To-Morrow.* New York: E.P. Dutton & Co., 1915.

This book was a report on the progressive education movement, not a statement of Dewey's own philosophy and views. He made such a statement in:

Dewey, John. *Democracy and Education.* New York: The Macmillan Company, 1916.

Dewey found himself criticized by both educational liberals and educational conservatives. He was accused of recommending a curriculum devoted entirely to the present, at the expense of traditional values and truths. At the same time, he was accused of betraying the progressive education movement by those who felt that any social guidance by adults was an unwarranted imposition on children and youth. He replied to both groups in a restatement of his educational philosophy:

Dewey, John. *Experience and Education.* New York: The Macmillan Company, 1938.

Other key works by Dewey, each of which contains something of importance for curriculum workers, include the following:

Dewey, John. *The Educational Situation.* Chicago: University of Chicago Press, 1902.

Dewey, John. *Pedagogy: Philosophy of Education; Syllabus.* Chicago: University of Chicago Press, 1898.

Dewey, John. *How We Think.* Boston: Houghton Mifflin, 1910.

The influence of both the Herbartians and of John Dewey on the trend of thinking in American education is reflected, in part, in the reports of several important committees of the National Education Association (NEA). Three of these committees issued their report before the "new education" was very widely known and discussed.

The *Committee of Ten on Secondary School Studies* was appointed in 1891 and reported in 1893. Chaired by President Charles W. Eliot of Harvard University, the Committee recommended that the high school program of short courses in many subjects be replaced with one of relatively few courses to be studied in greater depth. This recommendation led, in short order, to considerable uniformity in U.S. high schools.

The *Committee of Fifteen on Elementary Education* was appointed in 1893 and reported in 1895. Chaired by the Superintendent of the New York City Public Schools, it produced a report which dealt with school system organization, teacher preparation, and the coordination, concentration, and correlation of elementary school subjects.

The *Committee on College Entrance Requirements* was appointed in 1895 and reported in 1899. It was chaired by the Superintendent of Chicago high schools, and its report dealt

with course length, the age at which various studies should begin, and standardization of units of credit. This report fixed, for a time, the idea that high school courses should be planned with the idea that all graduates would go on to enter college.

All three committees were dominated by subject-matter specialists who paid little heed to pupil abilities, social needs, interests, capacities, or individual differences. Their recommendations were based almost entirely on individual judgments.

When the child-centered recommendations of the Herbartians and the followers of John Dewey began to become more widely known and appreciated, the NEA took a different tack.

In 1911, it appointed a *Committee on the Economy of Time* whose members were students of education (predominantly professors of education and of educational psychology, or practicing schoolmen). Instead of armchair philosophizing, its members applied "scientific methodology" to the solution of educational problems. They engaged in educational research to determine which instructional materials were socially worthwhile, their proper grade placement, and their proper organization, as well as to determine which subject matter could be eliminated from the curriculum. The Committee made four reports, each one constituting a part of one of the yearbooks of the National Society for the Study of Education. The reports were published in 1915, 1917, 1918, and 1919.

At about the same time, the NEA also established a *Commission on Reorganization of Secondary Education* which, in 1918, produced its report on the Cardinal Principles of Secondary Education, namely: health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character.

> Commission on the Reorganization of Secondary Education, National Education Association. *Cardinal Principles of Secondary Education.* Bulletin 1918, No. 35, Department of the Interior, Bureau of Education: U.S. Government Printing Office, 1937.

In fact, this report swung so far from the traditional subject-matter orientation of American schools that it has frequently been accused of being a utilitarian, anti-intellectual prescription. And it is true that there is no mention included of intellectual competence or training in the classical sense.

As recently as 1955, a prominent historian of American education had this to say about the *Cardinal Principles:*

> *Stated simply, the contribution of the Commission on the Reorganization of Secondary Education was to redefine the role of the secondary school. To the extent that in so doing the Commission was able to grasp certain new and highly significant and intellectual forces in American life, its redefinition became a lever for needed changes and reform. The effects of the Cardinal Principles have been legion. Indeed, it does not seem amiss to argue that most of the important and influential movements in the field since 1918 have simply been footnotes to the classic itself.* (4)

1915 to 1925: The Efficiency Movement

As the 20th century began, a number of trends in American life conjoined to swing education away from "mental discipline" toward "social efficiency" as the proper basis for the public-school curriculum.

Edward L. Thorndike introduced new concepts of mental measurement and James McKeen Cattell was responsible for the spread of statistical methods in psychology. G. Stanley Hall, the first president of the American Psychological Association, was instrumental in relating psychology to pedagogics, and in initiating a "child-study" movement. Research on the transfer of training undermined faith in the disciplinary value of traditional subject matter. Many states enacted compulsory school-attendance laws, child labor laws, and laws requiring the schools to educate the handicapped. Vocational education was introduced. The schools found themselves responsible not only for larger numbers of students, but also for a student population of widely varying interests and aptitudes for scholastic work (as traditionally conceived).

In a sense, the *Committee on the Economy of Time* can be said to represent the beginning of a "scientific approach" to curriculum decision-making. Members of the Committee constructed tests to determine instructional efficiency. They inventoried textbooks to see what was being taught. They studied adult activities to identify "socially worthwhile" knowledges and skills. They examined the principle institutions and problems of the U.S. to determine societal needs. And, finally, they pulled together the results of all available studies of learning and derived implications for the

selection of subject matter and teaching methods. The Committee's four reports, published by the National Society for the Study of Education, are true landmarks in the literature of American education.

National Society for the Study of Education. *Minimum Essentials in Elementary School Subjects: Standards and Current Practices.* Fourteenth Yearbook, Part I. Chicago: University of Chicago Press, 1915.

National Society for the Study of Education. *Second Report of the Committee on Minimal Essentials in Elementary-School Subjects.* Sixteenth Yearbook, Part I. Chicago: University of Chicago Press, 1917.

National Society for the Study of Education. *Third Report of the Committee on Economy of Time in Education: Minimum Essentials.* Seventeenth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Company, 1918.

National Society for the Study of Education. *Fourth Report of the Committee on Economy of Time in Education: Principles of Methods.* Eighteenth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Company, 1919.

It was clear that there were three principal criteria for determining the social efficiency of specific subject matter: (1) its frequency of use; (2) its universality of use; and (3) its cruciality of use.

The reader who is interested in exploring, in detail, the beginnings of the social efficiency movement in American education can refer to the writings of Charles H. Judd, William C. Bagley, Ernest Horn, or W.W. Charters. However, the educational leader whose writings best exemplify the curriculum concerns of that era was Franklin Bobbitt. His fundamental assumption was that "Education is primarily for adult life, not for child life. Its fundamental responsibility is to prepare for the fifty years of adulthood, not for the twenty years of childhood and youth."

Bobbitt developed his own list of major objectives for American education: (1) social intercommunication; (2) maintenance of physical efficiency; (3) efficient citizenship, (4) general social contacts and relationships; (5) leisure

occupations; (6) general mental efficiency; (7) religious attitudes and activities; (8) parental responsibilities; (9) unspecialized practical activities; and (10) occupational activities.

He advocated a school program to consist of (a) basic studies, to be taken by all students; (b) extra studies, to be taken only by the more capable; and (c) vocational subjects and training, to be taken as an alternative to "extra" subjects, once the basics had been mastered.

Bobbitt was an admirer of Frederick W. Taylor, who introduced scientific management to industry. He frequently drew a process-oriented analogy between schools and industry. This "process" determined the curriculum for Bobbitt. He defined the curriculum in the following terms:

> *The curriculum may, therefore, be defined in two ways: (1) It is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or (2) It is the series of consciously directed training experiences that the schools use for fompleting and perfecting the unfoldment. Our profession uses the term usually in the latter sense. But as education is coming more and more to be seen as a thing of experiences, and as the work-and-play experiences of the general community life are being more and more utilized, the line of demarcation between directed and undirected experience is rapidly disappearing. Education must be concerned with both, even though it does not direct both.* (5)

The three principal writings by Bobbitt which, taken together, describe the heart of the social efficiency movement in American education are:

Bobbitt, Franklin. *The Curriculum*. Boston: Houghton Mifflin, 1918.

Bobbitt, Franklin. *How to Make a Curriculum*. Boston: Houghton Mifflin, 1924.

Bobbitt, Franklin. *The Curriculum of Modern Education*. New York: McGraw-Hill, 1941.

For a slightly different view of the essential tenets of the social efficiency movement, readers are referred to the writings of one of Bobbitt's colleagues and occasional collaborators, Wallace W. Charters.

1925 to 1935: Social Reconstructionism

The application of scientific methods to curriculum development which had begun with the work of the Committee on the economy of time had begun to spread throughout the U.S. by the 1920's. Practically all large, and many medium-size and small school systems were busily collecting quantitative data to help determine what children should be taught in the schools. The objective was to produce a realistic, functional, and socially-useful curriculum. At the same time, there was a widening of the breach between the "essentialists" and the "progressives"---between those who defended the value of the traditional subjects and those who felt it the first duty of the school to improve society. Although both groups now turned to the results of "educational research" for guidance, they drew difference inferences from what they found there.

Pedagogy, which had been a unitary profession, began to fragment in the 1920's, and curriculum-making emerged as a distinct specialty. The Society for Curriculum Study (one of the forerunners of the Association for Supervision and Curriculum Development) was organized in 1924. Two years later, Teachers College at Columbia University established a Bureau of Curriculum Research to collect and study outstanding curricula and curriculum-development practices. It also established a Department of Curriculum which pulled together into one program a number of previously disparate courses.

Until the mid-1920's, the term "curriculum" was generally considered synonymous with "program of studies." However, when it was recognized that subject-matter was only part of what a child learned in school, the concept of curriculum was expanded to include all school-directed activities. Thus, in 1926, the Department of Superintendence *Yearbook* defined the curriculum as what the pupil learns and experiences in the school.

In 1927, the National Society for the Study of Education published its two-part yearbook which, as it turned out, fast became a landmark in the history of American curriculum-making.

Rugg, Harold (ed.) *Curriculum-Making: Past and Present.* Part I, 26th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1927.

Rugg, Harold (ed.) *The Foundations of Curriculum-Making.* Part II, 26th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1927.

This yearbook represented the culmination of a remarkable collaboration by "giants" of the education profession--Bagley, Bobbitt, Bonser, Charters, Counts, Courtis, Horn, Judd, Kelly, Kilpatrick, Rugg, and Works. Their contributions provided both the elements of curriculum theory and practical, forward-looking steps for curriculum making.

Because the contributors included among their number both essentialists and progressives (though more of the latter), the consensual 58 "principles of curriculum-making" presented in the yearbook were hard won. Each committee member felt impelled to append his own reservations over the consensus at which they had arrived.

The editor of this landmark work, Harold Rugg, was an educational utopianist, an educational technician turned social critic. From his post as the head of Teachers College curriculum program, he turned a disapproving eye on the American landscape and set pen to paper to explain how the schools could help to set things right. Rugg, more than any of his peers, best reflects in his writings the period of social reconstructionism.

Rugg began his career as an engineer, but returned to college for graduate work in education, psychology, and sociology. As a college teacher, he was initially active in the "educational measurement" movement, and even published a handy manual of statistical formulae and graphical methods for educators, *Statistical Methods Applied to Education* (Boston: Houghton Mifflin Co., 1917). However, when called to Teachers College--and New York City--his circle of friends widened to include avant garde artists and writers from Greenwich Village. His views on society, undoubtedly influenced by his new friends, and his ideas of the role the schools could play in improving society became increasingly utopian.

> *...free competition, laissez-faire, and "rugged" individualism are incompatible with the complicated, interdependent mechanisms upon which a hundred million people depend for a livelihood.* (6)

> *This will either be our most creative moment or our country will be turned into another tyrannical fascist state. The supreme need will be imagination. . . . Among the men of imagination, the Teacher of Teachers will be called upon to put his talents to work far beyond the conventional fields of education.* (7)

. . . there is no way to short circuit the solution to the problem of building the new epoch that I have called the Great Technology. There is only the way of education--adult education, education of childhood and youth. The way of education is not sudden, but slow; it is not revolutionary but evolutionary. . . . It is clear that . . . the fundamental reconstruction will be achieved only by the development of a long-time program of education reconstruction. (8)

Rugg believed that the American culture was changing so much more rapidly than the school curriculum that no mere "tinkering" with the program, nor addition of new subjects, would make much of a difference. He called for a major reconstruction--a new philosophy and psychology, new content and organization.

He identified four groups of people who should be involved in curriculum-making for the "new" school: (1) parents and citizens, who were to be the final source of decision in all questions of policy; (2) the young people themselves; (3) teachers; and (4) administrators. However, after outlining this "democratic" approach to curriculum making, he still felt that the job was so complex and technical that the services of the professionally-trained curriculum designer would still be required.

His description of the curriculum that such an effort should produce follows:

. . . from the consensus of thought about man, his nature and behavior, his universe and his changing society, and his expression, religion, and ethics, they would build the life and program of a school that would reach from the nursery school to the adult institute. It would be person-centered, society-centered, and social-heritage-centered. It would be functional, springing from the depth of American life, designed from the needs of the children and their elders. It would be expressive in the fullest sense--a work of art measuring up to every rigorous criterion of form. (9)

To the social reconstructionist, it was important to have a culture-centered curriculum, one that focused on the individual in terms of the society to which he belonged. Unlike the essentialists, who were concerned with preserving the culture, the reconstructionists were devoted to transforming it. Although Rugg may have been more outspoken than many of his

colleagues in the social reconstruction camp, his writings give the flavor of the movement as it developed in the 1925 to 1935 time frame.

Rugg, Harold and Ann Shumaker. *The Child-Centered School: An Appraisal of the New Education.* Yonkers-on-Hudson, N.Y.: World Book Company, 1928.

Rugg, Harold. *The Great Technology.* New York: John Day Co., 1933.

Rugg, Harold. *Culture and Education in America.* New York: Harcourt, Brace & Co., 1931.

Rugg, Harold. *American Life and the School Curriculum.* Boston: Ginn & Co., 1936.

Rugg, Harold. *Social Foundations of Education.* New York: Prentice-Hall, 1955.

Two other books which reflect the temper of those times, one written then and one much later, are:

Counts, George S. *Dare the School Build a New Social Order?* New York: John Day Co., 1932.

Brameld, Theodore. *Toward a Reconstructed Philosophy of Education.* New York: Holt, Rinehart and Winston, 1956.

1935 to 1945: Curriculum as Pupil Experiences.

By 1935-45, the curriculum had come to be defined as all of the experiences pupils have under the influence of their schools. Such a definition implies that each pupil's curriculum will be, to some extent, uniquely his own.

At the elementary-school level, many of the nation's more forward-looking schools were working their way through the "activity movement" toward an "experience curriculum." In the former, child activity is emphasized as a major form of education. In the latter, activities are regarded as educative if:

> *....(1) they stem from real purposes in the learner, (2) they are geared to his present problems and interests, (3) they derive their sequence from the learner's normal growth and development, and (4) they are interpreted, analyzed, or intellectualized as an aid to redirection of the learner's purposes.* (10)

In the experience curriculum, learning activities were derived from actual problems of interest to pupils who, together *with* their teachers, plan their daily classroom activities. This is clearly a different use of subject-matter, and a different organization of teaching-learning interactions than had previously been the norm for American schools.

At the secondary-school level, a milestone attempt to revitalize the curriculum was sponsored by the Progressive Education Association. Initiated in 1932, the *Eight Year Study* was an experiment to determine how graduates of innovative high schools, unhampered by the need to meet normal college-entrance requirements, would actually fare in college in comparison with graduates of traditional high schools.

Thirty secondary schools, each with its own independently developed curriculum, participated in the study after signing agreements with several colleges that normal entrance requirements would be waived for their graduates. These schools were given encouragement and assistance in reorganizing their programs, subject-matter, curriculum structures, and pupil experiences.

Eight years later, the Progressive Education Association evaluated the college accomplishments of their graduates and, in 1942, published five books describing the experiment and reporting its results (which the Association labeled a great success). The books are:

Aikin, Wilford M. *The Story of the Eight Year Study*. New York: Harper & Brothers, 1942.

Giles, H.H. and others. *Exploring the Curriculum*. New York: Harper & Brothers, 1942.

Smith, E.R. and others. *Appraising and Recording Student Progress*. New York: Harper & Brothers, 1942.

Progressive Education Association. *Thirty Schools Tell Their Story*. New York: the Association, 1942.

Chamberlin, Dean and others. *Did They Succeed in College?* New York: Harper & Brothers, 1942.

During this period, most states inaugurated curriculum-development programs and many colleges and universities established curriculum laboratories and workshops. There appeared to be a growing recognition of the relationship between the aims of education and the type of society in which that education takes place.

Prior to 1930, as many as 500 to 800 specific aims were stated for a single subject field. In recent years, the concept that individuals react as total personalities tended to shorten the list of aims stated, and to increase the emphasis on developing desirable abilities, understandings, attitudes, and appreciations through appropriate kinds of action or behavior. (11)

One of the most influential individuals in the curriculum field during 1935-45 was Hollis L. Caswell, a professor first at Peabody College for Teachers and then at Teachers College, Columbia University. He established an impressive reputation for planning and conducting statewide curriculum-development programs: for Alabama in 1929-30; for Florida in 1930-31; and for Virginia, beginning in 1931 and running on for several years.

The approach taken and the methods used in the Virginia curriculum-development program served as a prototype for many other state curriculum-revision programs. The concepts that Caswell espoused took firm root in the curriculum-development fraternity, and were "codified" in a landmark book:

Caswell, H.L. and D.C. Campbell. *Curriculum Development.* New York: American Book Co., 1935.

In this book, Caswell and Campbell defined the curriculum as "the experiences in which pupils are expected to engage in school, and the general order of sequence in which these experiences are to come." As for curriculum *development*, the authors explained that:

. . . mere compilation by no means represents the process of curriculum development. Materials must be so selected or arranged as to become a unity in the experience of the learner. The process is one of synthesis rather than compilation. In providing for this synthesis lies the peculiar task of curriculum development. This task is in clear contrast to the work in most fields of study where the emphasis is given to organization or development of materials within particular cultural limitations. Thus, curriculum considered as a field of study represents no strictly limited body of content, but rather a process or procedure. (12)

Some of the elements in curriculum development which Caswell stressed were as follows:

(1) Teachers should be involved in the curriculum development process so that they will have the necessary motivation and understanding to put the new curriculum into practice.

(2) While the curriculum involves the total instructional process, there should be a "course-of-study"--a handbook to guide teachers as they develop the curriculum. This will help transition them from "the curriculum" as they knew it in the past to "the curriculum" as newly conceived.

(3) The emphasis in a curriculum-development program should not be on the production of a course-of-study, but on the actual improvement of instruction.

(4) Teachers must be helped to recognize that the total interacting experience of the child is the center of curriculum making.

(5) In order for curriculum development to be considered successful, it must result in truly democratic conduct by the youth in the real world of practical action.

(6) Curriculum revision should be continuous, especially in a changing society.

The book by Caswell and Campbell rapidly became "must" reading for curriculum specialists and others in education. It contained chapters on principles, definitions and aims, and gave a detailed presentation on the nature and sources of each. It described a curriculum design of scope (the space dimension) and sequence (the time dimension), and discussed such other topics as pupil purposes, activities, subject matter, teaching procedures, and evaluation. It concluded with a description of the nature of a program of curriculum development a school could follow if it wanted to revitalize its own offerings.

To complement *Curriculum Development*, and to give teachers a variety of materials with which they could sharpen their own thinking about curriculum problems, the two authors collected the most respectable arguments they could find for the various curriculum positions and packaged them in a second book:

Caswell, H.L. and D.C. Campbell. *Readings in Curriculum Development*. New York: American Book Co., 1937.

This work, too, became a standard reference for individuals in the curriculum field and a supplementary text in many schools and colleges of education.

Caswell was a prolific writer on curriculum matters. Between 1929 and 1936 alone, he authored more than 25 magazine articles (in addition to teaching, developing curricula, and writing his first major book). He was one of the founders of the Society for Curriculum Study, and played an important role in its eventual merger with the NEA's Department of Supervisors and Directors of Instruction (to form the organization which has become the Association for Supervision and Curriculum Development).

Shortly before the merger, the two groups collaborated on a book which is frequently labeled as the third milestone work in the curriculum literature. (The first two are generally acknowledged to have been the *First Yearbook of the National Herbart Society*, in 1895, and the *Twenty-Sixth Yearbook of the National Society for the Study of Education*, in 1927.) This book is:

Harap, Henry (ed.) *The Changing Curriculum.* New York: Appleton-Century, 1937.

This book was a report on the changes which had occurred in curriculum theory and practice in the thirties. It began with an extensive survey of the schools and it found that Caswell's idea of curriculum development as instructional improvement had already taken hold across the nation.

1945 to 1955: The Post-War Era.

As World War II drew to a close and American life returned to "normal," a steadily increasing number of books and articles on the curriculum appeared. Unhappily, the *quality* of these works--if one is to judge by their impact on curriculum theory and practice--appears to have been inversely related to their *quantity*. It is almost as if the curriculum specialists, having engaged in their own half-century war, and having won, decided to take a post-war "breather" before launching any major new campaigns.

The war affected the curriculum in two principal ways. First, the schools offered new courses of study, such as aviation, meteorology, and radio. Second, there was a renewed empnasis on some *old* subjects, such as science, mathematics, and health and physical education.

While educators, by this time, generally accepted the definition of curriculum as the experiences the pupil has under the direction of the school, most continued to think of it and to practice in terms of written outlines, minimum

essentials, facts, skills, and activities. By 1948, the Curriculum Laboratory at Teachers College, Columbia University, had more than 15,000 separate teaching-learning materials in its collection. Analysis of these materials revealed little evidence that pupils, parents, or community had been involved in their development. At the same time, the educational community's journals and convention speakers were trumpeting: "teacher-pupil planning," "use of community resources," and "mental-hygiene and personality aspects of learning."

Association for Supervision and Curriculum Development. *Laymen Help Plan the Curriculum.* Washington, D.C.: the Association, 1946.

Barr, A.S., and others. *Supervision: Democratic Leadership in the Improvement of Instruction.* 2d edition. New York: Appleton-Century, 1947.

Benne, Kenneth D. and Bozidar Muntyan. *Human Relations in Curriculum Change.* New York: Dryden Press, 1951.

Doll, Ronald C., and others. *Organizing for Curriculum Improvement.* New York: Teachers College, Columbia University, 1953.

Jersild, Arthur T., and others. *Child Development and the Curriculum.* New York: Teachers College, Columbia University, 1946.

Educational Policies Commission. *Moral and Spiritual Values in the Public Schools.* Washington, D.C.: National Education Association, 1951.

Horace Mann-Lincoln Institute of School Experimentation. *Developing a Curriculum for Modern Living.* New York: Teachers College, Columbia University, 1947.

Perhaps the single most noteworthy new concept in the curriculum field during this ten-year period (1945-55) was the idea of "action research" (sometimes called "applied research" or "developmental research" in the literature of that day). In its simplest form, the term signified that curriculum-development groups would be careful to develop hypotheses, collect data, and test out their ideas in actual school settings. Action research was a method for curriculum study in which evaluation was a fundamental component. It was research undertaken by educational practitioners for the

improvement of their own practices. Two of the clearest statements on action research were:

> Corey, Stephen M. *Action Research to Improve School Practices.* New York: Bureau of Publications, Teachers College, Columbia University, 1953.
>
> Association for Supervision and Curriculum Development. *Research for Curriculum Improvement.* Washington, D.C.: the Association, 1957.

Dr. Vernon Anderson, former Dean of the College of Education at the University of Maryland, says that the following characteristics distinguish action research from traditional research:

> *1. Those who do action research have in mind the improvement of their own practices. . . . 2. People who carry out the findings participate in the research from the start. . . . 3. It is carried on in an actual school situation. . . . 4. Teachers, administrators, supervisors, and university and college personnel often cooperate in the research. . . . 5. Action research must often create tools and instruments for gathering data. . . . 6. It does not try to arrive at generalizations applicable to other situations. . . . 7. Action research is carried on in a social setting, and it does not try to control all variables but one. . . . 8. Action research attempts to determine the amount of growth of the group with which it deals. . . . 9. In action research, the whole rather than the sample population is usually used. . . . 10. In action research, purposes may change as the research develops, and new hypotheses may be developed and tested as part of the study.* (13)

Beginning with the 1945-55 time frame, it is extremely difficult to connect advances in the curriculum field with individual intellectual progenitors. Most of the movement has resulted from *group* effort, and though prominent--sometimes *outstanding*--individuals have been involved in some of these projects, they each bear the unmistakable birthmark of consensus.

For example, the first major curriculum-reform project of the past quarter-century began in 1951 with the formation of the University of Illinois Committee on School Mathematics. This Committee was a collaborative effort initiated to plan

high-school programs to improve the mathematics competence of incoming engineering students. It had representatives from the University's education, mathematics, and engineering communities--a real *team effort*--but it had no single intellectual or "spiritual/philosophical" leader.

The Physical Science Study Committee (PSSC) at the Massachusetts Institute of Technology was headed by Dr. Jerrald Zacharias. It was the first large-scale, Federally-financed developmental curriculum project, funded by the National Science Foundation to produce physics curriculum materials for use in the high schools. Zacharias was an outstanding physicist and teacher and the PSSC project was apparently an outstanding success. But Zacharias cannot be said to have influenced curriculum thinking, theory, or practice in the same sense that the "key individuals" cited earlier in this paper have done.

Since 1945, the curriculum has been changing and the rate of change has been increasing. But the change has been "evolutionary" rather than "revolutionary." There has been a general trend toward flexible curricula, where the developing needs, interests, and abilities of pupils have been considered in consonance with the needs of society, the relative usefulness of particular knowledges, skills, and attitudes, and the logical and psychological nature of learning as revealed by research and experimentation.

The pattern of curriculum change in the United States over the past century has been summarized succinctly by Arthur Foshay and Lois Beilin of Teachers College, Columbia University:

> *The curriculum itself . . . may be thought of as the operational statement of the school's goals. . . . During the nineteenth century, the subject matter was chauvinistic, the country then being in the process of discovering itself as a nation. With the expanding economy of the first thirty years of the present century, the curriculum became "useful." During the great depression, it became "socially conscious." During the 1950s, it became an instrument of national defense. During the 1960s, then the United States is clearly a superpower, the curriculum responds through attempts to deepen and to strengthen its intellectual, social, and moral meaningfulness.* (14)

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2. Anderson, Vernon E. *Principles and Procedures of Curriculum Improvement.* New York: The Ronald Press Co., 1956. pp. 7-9.

3. Dewey, John. *The Child and the Curriculum.* Chicago: University of Chicago Press, 1902.

4. Cremin, Lawrence A. "The Revolution in American Secondary Education, 1893-1918," *Teachers College Record,* March 1955, p. 307.

5. Bobbitt, Franklin. *How to Make a Curriculum.* Boston: Houghton Mifflin Co., 1924.

6. Rugg, Harold. *The Great Technology.* New York: John Day Co., 1933, p. 170.

7. Rugg, Harold. *The Teacher of Teachers.* New York: Harper & Brothers, 1952, p. 7.

8. Rugg, Harold. *The Great Technology.* New York: John Day Co., 1933, p. 287.

9. Rugg, Harold. *Social Foundations of Education.* New York: Prentice-Hall, 1955, p. 672.

10. Faunce, Roland C. and Nelson L. Bossing. *Developing the Core Curriculum.* New York: Prentice-Hall, 1951, p. 43.

11. Frederick, O.I. "Curriculum Development," in W.S. Monroe, editor, *The Encyclopedia of Educational Research.* New York: The Macmillan Co., 1941, p. 375.

12. Caswell, H.L. and D.C. Campbell. *Curriculum Development.* New York: American Book Company, 1935, pp. 69-70.

13. Anderson, Vernon E. *Principles and Procedures of Curriculum Improvement.* New York: The Ronald Press Co., 1956, pp. 247-250.

14. Foshay, Arthur I. and Lois A. Beilin. "Curriculum," in Chester W. Harris, editor, *The Encyclopedia of Educational Research,* 3d edition. New York: The Macmillan Co., 1960, p. 279.

CURRENT CURRICULUM LITERATURE

The foregoing pages have attempted to paint a broad-brush picture of the history of curriculum thought and practice in the United States from the founding of our country to 1955, and to invite attention to some of the most important curriculum-related literature published during this extensive period of time.

The pages which follow constitute a selected and partially annotated bibliography of curriculum literature which has appeared between 1955 and 1971. The scheme of presentation is as follows.

There are two principal sections--one devoted to books and major reports and a second devoted to periodical literature. Each major section has three sub-sections--general, curriculum development, and curriculum evaluation. No problem was encountered in determining into which principal section an item should be placed. However, the decision as to whether a particular item should be considered as addressing "curriculum development" or "curriculum evaluation" was sometimes more difficult. All such close decisions were made on the basis of the principal thrust of the book, report, or article.

For the most part, only books and reports have been annotated. The exceptions are those journal articles which appeared to the compiler to be of substance and importance, or which have been cited frequently in other curriculum literature. Such a selection rubric inevitably does an injustice to some authors and their works. Time will tell.

BOOKS AND REPORTS

GENERAL

Aerospace Education Foundation. Vocational Instruction Systems of the Air Force Applied to Civilian Education. New York: Frederick A. Praeger, Inc., 1971. (Describes the use of USAF instructional materials and systems in vocational education in the public schools of Utah.)

Aerospace Medical Research Laboratories. Uses of Task Analysis in Deriving Training and Training Equipment Requirements. Wright-Patterson Air Force Base, Ohio: Behavioral Science Laboratories, 1960.

Alberty, Harold B., and Elsie J. Alberty. Reorganizing the High School Curriculum. 3d edition. New York: The Macmillan Company, 1962. (Traces the development of high-school education with the central idea that education should promote democracy. Favors the experience-centered curriculum, and expresses the hope that the book will aid its readers in understanding and interpreting conflicts and issues on the present educational scene.)

Alexander, William M. (ed.). Changing Curriculum Content. Washington, D.C.: Association for Supervision and Curriculum Development, 1964. (A report of a 1963 conference that attempted to identify and to prescribe ways in which school faculty members and administrators could work with curriculum-development personnel to help modify the curriculum as it appears in the classroom.)

Alexander, William M. (ed.). The Changing Secondary School Curriculum: Readings. New York: Holt, Rinehart and Winston, Inc., 1967. (A collection of diverse opinions on complex and controversial curriculum issues. Focus is on the need for continued, systematic change, and on the issues that must be faced before the secondary-school curriculum can really be improved.)

Allen, Edward D., Leona M. Glenn, and Frank Otto. The Changing Curriculum: Modern Foreign Languages. Washington, D.C.: Association for Supervision and Curriculum Development, 1968. (Beginning with the role of foreign languages in the "national interest" context, this booklet moves through the problems of methodology, materials, and equipment, evaluation, scheduling, administration, and future trends in this important area of curriculum development.)

American Association of School Administrators. American School Curriculum. (31st Yearbook). Washington, D.C.: the Association, 1953.

American Association of School Administrators. Imperatives in Education. Washington, D.C.: the Association, 1966. (Identifies and states the major educational imperatives that must be at the forefront as curricula are modified, instructional methods revised, and organizational patterns reshaped. Gives nine imperatives, each of which is the topic for a separate chapter: (1) to make urban life rewarding and satisfying; (2) to prepare people for the world of work; (3) to discover and nurture creative talent; (4) to strengthen the moral fabric of society; (5) to deal constructively with psychological tensions; (6) to keep democracy working; (7) to make intelligent use of natural resources; (8) to make the best use of leisure time; and (9) to work with other peoples of the world for human betterment.)

American Association for the Advancement of Science. The New School Science. Washington, D.C.: the Association, 1963. (A collection of papers on the new science curricula, prepared for a series of nine regional conferences for school administrators.)

Analytic Summaries of Specifications for Model Teacher Education Programs 1970. Washington, D.C.: United States Government Printing Office, 1971. (Summaries of 10 elementary teacher education models for use by educators and citizens concerned with teacher preparation, and as a basis for comparing new approaches.)

Anderson, Wendell G. What Are the Subject Matter Boundaries? Danville, Illinois: Interstate Printers and Publishers, Inc., 1967.

Association for Educational Communications and Technology. Technology and the Management of Instruction. Washington, D.C.: the Association, 1970.

Axelrod, Joseph. Model Building for Undergraduate Colleges: A Theoretical Framework for Studying and Reforming the Curricular-Instructional Subsystems in American Colleges. Berkeley, California: University of California, Center for R&D in Higher Education, 1969. (In this report of a curriculum-planning project, a new language is developed for analyzing and describing the curricular-instructional subsystem. Identifies six basic elements of the subsystem and describes their basic interrelationships. Gives four innovative curriculum models.)

Axelrod, Joseph. New Patterns in Undergraduate Education--Emerging Curriculum Models for the American College. Durham, North Carolina: Duke University, April 1967. (Describes new models of undergraduate curriculums that are coming into existence and compares their purposes with the weaknesses of old curriculum models.)

Bailey, Larry J. A Curriculum Model for Facilitating Career Development. Carbondale, Illinois: Southern Illinois University School of Technology, 1971. (Suggests the outline for career development in grades 1-8 on the basis of a rationale that encompasses knowledge of child growth and development as well as career development theory and research.)

Banathy, Bela H. Instructional Systems. Palo Alto, California: Fearon Publishers, 1968. (Discusses the use of simple system development strategies in curriculum design, development, and implementation. Written on an introductory level, it is intended for use in courses in curriculum construction or in inservice training programs.)

Banghart, Frank W. Educational Systems Analysis. New York: The Macmillan Company, 1969. (Reviews educational applications of modern management technology, but gives little attention to instructional management. Extensive technical references.)

Beauchamp, George A. The Curriculum of the Elementary School. Boston: Allyn and Bacon, Inc., 1964.

Beauchamp, George A. Curriculum Theory. 2d edition. Wilmette, Illinois: The Kagg Press, 1968. (Takes the position that curriculum theory must be a sub-theory of educational theory, and relates it to theory development in the behavioral sciences. Argues that expansion of curriculum theory is impossible without major expansion of experimental research. Examines theoretical issues, problems, and alternatives in curriculum design. Includes a full chapter on curriculum engineering. Suggested readings follow each chapter.)

Beauchamp, George A., and Kathryn E. Beauchamp. Comparative Analysis of Curriculum Systems. Wilmette, Illinois: The Kagg Press, 1967. (This is a critical, on-the-spot study of English, French, and Italian curriculum systems. It examines the setting in which curriculum planning occurs, the involvement of lay people in curriculum decisions, organization and procedures for curriculum planning, classroom implementation of the curriculum, and curriculum evaluation. It makes comparisons between European and United States systems and practices.)

Beauchamp, George A. Planning the Elementary School Curriculum. Boston: Allyn and Bacon, Inc., 1956. (Focuses on cooperative curriculum planning and stresses procedures and organization of people for planning.)

Beck, Robert H., and others. Curriculum Imperative: Survival of Self in Society. Lincoln, Nebraska: University of Nebraska, 1968. (Four papers on how the school curriculum can best be developed to enable the individual to realize his potential as an independent entity in a mass society. Examines philosophical and sociological aspects and focuses on implications for curriculum design in the public schools.)

Beck, Robert H., Walter W. Cook, and Nolan C. Kearny. Curriculum in the Modern Elementary School. 2nd edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960. (The authors apply the basic principles of the behavioral and social sciences to the daily learning problems of children and attempt to show how the curriculum can and should grow out of research on the nature of man and his interaction with his physical and social environment. Part 1 is devoted to the practical implications of research results for student learning. Part 2 classifies and describes various types of curriculums. Part 3 offers three narratives illustrating how teachers in three different communities approach their classroom work.)

Beck, Robert R. (ed.). The Three R's Plus. Minneapolis: The University of Minnesota, 1956.

Bell, Daniel. The Reforming of General Education. New York: Columbia University Press, 1966. (Many policy recommendations based on a conscious consideration of the future.)

Bellack, Arno A. "Conceptions of Knowledge: Their Significance for the Curriculum," in Jenkins, W.A. (ed.), The Nature of Knowledge. Milwaukee: University of Wisconsin, 1962.

Bellack, Arno A. "Knowledge Structure and the Curriculum," in Elam, Stanley, Education and the Structure of Knowledge. Chicago: Rand McNally & Company, 1964.

Bellack, Arno A. "Selection and Organization of Curriculum Content: An Analysis," in What Shall the High School Teach? (The ASCD 1956 Yearbook). Washington, D.C.: Association for Supervision and Curriculum Development, 1956. (Explores such questions as "What is the nature and what is the function of subject-matter in the high-school instructional program?" "What is the source of curriculum content?" "On what basis should it be selected?" "In what fashion should it be organized?" Provides no simple, direct answers, but suggests some possible directions for continuing investigation.)

Bellack, Arno A. "The Structure of Knowledge and the Structure of the Curriculum," in Huebner, Dwayne (ed.), A Reassessment of the Curriculum. New York: Bureau of Publications, Teachers College, 1964. (Identifies three types of relationships that exist (or should exist) among the teaching fields that make up the curriculum--relationships among allied disciplines, among broad fields of knowledge, and of knowledge to human affairs. Discusses the problem of a general curriculum structure in which the autonomy of its parts does not result in anarchy in the program as a whole.)

Benjamin, Harold. The Saber-Tooth Curriculum. New York: McGraw-Hill, Inc., 1939. (This satirical work was written 30 years before the question of the "relevance" of the curriculum became such a ubiquitous topic. However, although it treats this problem with tongue-in-cheek, its basic message is a timely and important one today.)

Benne, Kenneth D., and Bozidar Muntyan. Human Relations in Curriculum Change. New York: The Dryden Press, 1951. (Based on a 1950 report by the Illinois Secondary School Curriculum Program, this is a compilation of articles dealing research and thinking about group process. Focused on the various roles played by school personnel, it analyzes changes in human relationship structure as applied to the school and the effect of the changes on curriculum and instruction.)

Bennett, Robert A. (ed.). Summary Progress Report of English Curriculum Study and Demonstration Centers. Champaign, Illinois: National Council of Teachers of English, 1966.

Bent, Rudyard K., and Adolph Unruh. "The Evolving Curriculum: Theories and Approaches," in Secondary School Curriculum. Lexington, Massachusetts: D.C. Heath & Company, 1969. (Identifies and describes the four main approaches to curriculum design which have evolved in American education--subject-centered, child-centered, structure-of-knowledge, and humanistic.)

Bent, Rudyard K. Secondary School Curriculum. Lexington, Massachusetts: D.C. Heath & Company, 1969.

Bereday, George, Z.F., and J.A. Lauwerys (eds.). The Secondary School Curriculum: The Year Book of Education, 1958. Yonkers-on-Hudson, New York: World Book Company, 1958. (Addresses the aims, nature, and content of secondary education in the U.S. and in many other countries around the world. Prepared under the auspices of the University of London Institute of Education and Teachers College, Columbia University.)

Berger, Emanuel. The Development of an Information System for Elementary School Mathematics Curriculum Materials. Harrisburg, Pennsylvania: State Department of Public Instruction, 1967. (Describe the application of the technology of information storage and retrieval to curriculum materials. Also describes tools for analyzing diverse math materials that reflect recent curriculum innovations.)

Berman, Louise M. New Priorities in the Curriculum. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968. (Presents a rationale for new priorities; identifies and explicates them; and suggests schemes for incorporating them into new curriculum designs. A well-researched proposal to open up the possibility of developing process-oriented persons within our schools. The processes mentioned are perceiving, communicating, loving, decision-making, knowing, organizing, creating, and valuing.)

Billett, Roy O. Improving the Secondary-School Curriculum: A Guide to Effective Curriculum Planning. New York: Teachers Practical Press, 1970.

Birenbaum, William. New Experimental Curriculum and Organization at Staten Island Community College. Staten Island, New York: Staten Island Community College, 1970.

Bishop, Leslee J. Collective Negotiation in Curriculum and Instruction: Questions and Concerns. Washington, D.C.: Association for Supervision and Curriculum Development, 1967. (Focuses on the relationship of collective negotiation to curriculum and instruction and explains why it is essential to establish contractual language dealing with these two areas. Encourages curriculum specialists to help shape the collective negotiation movement.)

Black Studies in Schools. Washington, D.C.: National School Public Relations Association, 1970. (Reports on successful programs and policies across the nation--what school systems (both large and small) are doing about black and other ethnic studies programs.)

Bleeke, Milton. The Project: From a Device for Teaching to a Principle of Curriculum. (Doctor's Thesis). Madison, Wisconsin: University of Wisconsin, 1968.

Bloom, Benjamin S. and others. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay Company, Inc., 1956. (A "standard reference work" that attempts to build a taxonomy of educational objectives in the cognitive domain. As organized, this taxonomy consists of six major classes: knowledge, comprehension; application; analysis; synthesis; and evaluation. Each category contains a definition, examples, a discussion of problems, and an example of items which will test objectives in the particular category. Provides a concise model for the analysis of educational outcomes in the cognitive area.)

Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: Longmans, Green & Company, 1956.

Bolvin, John O., C.M. Lindvall, and R.G. Scanlon. Individually Prescribes Instruction. Pittsburgh: Learning R&D Center, 1967. (A manual for the IPI Institute.)

Bonthius, Robert H., and others. The Independent Study Program in the United States. New York: Columbia University, 1957.

Boocock, Sarane S. and E.O. Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Bostwick, Prudence, and others. One Hundred Years of Curriculum Improvement, 1857-1957. Washington, D.C.: Association for Supervision and Curriculum Development, 1957.

Brooks, Nelson. Language and Language Learning. New York: Harcourt, Brace & World, 1960. (This book provides insight into some of the theory and arguments which underly curriculum planning and teaching in modern languages.)

Broudy, Henry S., B. Othanel Smith, and Joe R. Burnett. Democracy and Excellence in American Secondary Education: A Study in Curriculum Theory. Chicago: Rand McNally & Company, 1964. (Discusses secondary-school curriculum in terms of its social and psychological aspects, as well as its logical aspects. Describes some of the new demands being made of the high school and the need for a curriculum responsive to these demands.)

Brown, B. Frank. The Nongraded High School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963. (This is a report on an innovative Florida high school and its experiences in individualizing student progress through such techniques as the abolition of traditional grade-level school organization, provision for maximum independent study, and the introduction of "throw-away" report cards.)

Bruner, Jerome. "The Curriculum Research Team," in Bruner, Jerome (ed.), Learning About Learning: A Conference Report. Washington, D.C.: United States Government Printing Office, 1966. (A basic proposal for a working team of curriculum builder, psychologist, and experimental teacher to increase the effectiveness of curriculum building and to contribute to a theory of instruction.)

Bruner, Jerome S. The Process of Education. New York: Vintage Press, 1960. (The author presents a "sense of the meeting" report on a 1959 meeting in which leading scientists, scholars and educators discussed how education in science might be improved in the primary and secondary schools. It presents the oft-quoted article of faith that any subject can be taught effectively in some intellectual form to any child at any stage of development.)

Bruner, Jerome. Toward a Theory of Instruction. Cambridge, Massachusetts: Belknap Press, 1966. (One of the first books to use modern cognitive research as a basis for a new teaching method.)

Burdin, Joel L. Elementary School Curriculum and Instruction. New York: The Ronald Press, 1971. (Discusses the teacher's role in curriculum development and instruction.)

Burns, Richard W. and Gary D. Brooks (eds.). Curriculum Design in A Changing Society. Englewood Cliffs, New Jersey: Educational Technology Publications, 1969. (Two dozen authors describe the impact of modern life on curriculum design today, and examine major new developments in the curriculum field. Treats all levels of education. Most articles were originally published in EDUCATIONAL TECHNOLOGY magazine.)

Butterweck, J.S., and K.H. Spessard. Unified Curriculum. New York: Holt, Rinehart & Winston, Inc., 1960.

California Advisory Council on Educational Research. Accountability and the Curriculum. Proceedings of the Annual State Conference on Educational Research. Burlingame, California: California Teachers Association, 1971. (Papers presented at the 23rd California Conference on Educational Research.)

Callihan, Raymond E. Education and the Cult of Efficiency. Chicago: University of Chicago Press, 1962. (Describes the "efficiency movement" which took place in education in the very early 1900's. Traces the influence of business methods in curriculum changes.)

Carlin, Edward A., and Edward B. Blackman. Curriculum Building in General Education. Dubuque, Iowa: William C. Brown Company, Publishers, 1960. (Provides an account of the general education program at Michigan State University.)

Carr, William G. (ed.). Values and the Curriculum. Washington, D.C.: National Education Association, 1970. (A report of the Fourth International Curriculum Conference, with papers from that conference.)

Cay, Donald F. Curriculum: Design For Learning. Indianapolis, Indiana: Bobbs-Merrill Company, Inc., 1966. (Presents the author's findings in several studies of the effect on curriculum improvement of types of teachers, their attitudes, and their treatment. A direct and enlightening look at curriculum innovation as shaped by changing patterns of society. Author believes that curricular change should be evolutionary, not revolutionary, avoiding change for the sake of change alone.)

Chambers, Dewey W. Children's Literature in the Curriculum. Chicago: Rand McNally & Company, 1971. (Takes the position that children's literature undergirds the elementary-school curriculum. Discusses the effect that literature has on the developing child.)

Charlton, Kenneth. "The Contributions of History to the Study of the Curriculum," in Kerr, J.F. (ed.), Changing the Curriculum. London: University of London Press, 1968.

Cicourel, A.V., and J.I. Kituse. The Educational Decision Makers. Indianapolis, Indiana: Bobbs-Merrill Company, Inc., 1963.

Clark, Jere W., and Juanita S. Clark (eds.). Systems Education Patterns on the Drawing Boards for the Future. New Haven, Connecticut: Southern Connecticut State College, 1969. (Highlights of a conference on the possibility of major curriculum revision as a result of recent emphasis on the systems approach to education. An annotated book list is appended.)

Clark, Leonard H. and R.L. Klein. The American Secondary School Curriculum. New York: The Macmillan Company, 1965. (An excellent effort to reduce the great technical area of curriculum to comprehensive language and structure.)

Clements, Simon and Peter Griffiths (eds.). Language Across the Curriculum. Urbana, Illinois: National Council of Teachers of English, 1971. (Discussions at a conference on language in the curriculum. Includes an extensive bibliography for language across the entire curriculum.)

Cogswell, J.F. and others. Analysis of Instructional Systems. Santa Monica, California: System Development Corporation, 1966.

Cohen, Arthur M. The Junior College Curriculum. Los Angeles: University of California at Los Angeles, 1968. (This is the course syllabus for a UCLA course entitled "The Junior College Curriculum," which doctoral candidates may take. It includes all goals and objectives stated in behavioral terms, and describes performance levels expected and methods of evaluation which the faculty will use.)

Cole, Charles, C., Jr., and Lanora G. Lewis. Flexibility in the Undergraduate Curriculum. Washington, D.C.: United States Government Printing Office, Office of Education, 1962. (New Dimensions in Higher Education, No. 10.)

College Entrance Examination Board. The Challenge of Curricular Change. New York: the Board, 1966. (Explores, defines, and makes recommendations about the nature of recent curricular reforms in the secondary schools, the responses of the colleges, the effects on students, and the challenges of the future. A collection of papers originally presented at a seminar sponsored jointly by the CEEB and the National Association of Secondary-School Principals.)

College Entrance Examination Board. The Changing College Preparatory Curriculum. New York: the Board, 1962. (Eleven papers that describe the changes taking place in the college-preparatory curriculum of secondary schools, and the effects these changes are having on both the schools and the colleges.)

College Entrance Examination Board. Curricular Change in the Foreign Languages. New York: the Board, 1963. (A group of papers presented for educators and for all interested in education, on the main changes taking place in the foreign-language curriculum today. Papers were prepared for the first College Board Colloquium on Curricular Change.)

Cook, Desmond L. Educational Project Management. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971. (An introductory text on the application of PERT techniques to the field of education.)

Conant, James B. The Comprehensive High School. New York: McGraw-Hill, Inc., 1967. (Concerned primarily with what was being taught (circa 1966-67) in 2,000 medium-size U.S. comprehensive high schools. Discusses both general education and electives, and takes a look into the future.)

Conner, Forrest E., and William J. Elena (eds.). Curriculum Handbook for School Administrators. Washington, D.C.: American Association of School Administrators, 1967. (A concise source of information about the many new curriculum developments, this book consists of contributions from individual specialists and groups in 15 areas. It identifies emerging concepts in curriculum content, the organization and application of knowledge, and methods of instruction. In addition to its coverage of specific subject areas, it includes one chapter on planning and organizing for improved instruction.)

Craig, Robert L. and Lester R. Bittel (eds.). Training and Development Handbook. New York: McGraw-Hill, Inc., 1967. (A handbook of 32 chapters which make up a comprehensive collection of knowledge on personnel training and development.)

Crawford, Meredith P. "Concepts of Training," in Gagné, Robert (ed.), Psychological Principles in System Development. New York: Holt, Rinehart & Winston, Inc., 1963. (Presents concepts concerned both with the process of training and the application of R&D techniques to that process. Presents a seven-step schema for developing training programs. Discusses management of the learning process.)

Cremin, Lawrence A. The Transformation of the Schools. New York: Alfred A. Knopf, Inc., 1961. (In part, analysis of curricular influences prior to 1957; a knowledge of these developments is necessary to place the current movement in social perspective.)

Cronbach, Lee J. "The Psychological Background for Curriculum Experimentation," in Rosenbloom, Paul C. (ed.), Modern Viewpoints in the Curriculum. New York: McGraw-Hill, Inc., 1964.

Cunningham, J.W. (ed.). The Job-Cluster Concept and its Curricular Implications. Raleigh, North Carolina: Center for Occupational Education, North Carolina State University, 1969. (Papers presented at a symposium on the job-cluster concept and its implication for greater understanding of end-products in vocational education, for curriculum development, and for better understanding of job analysis.)

Dahllhof, Urban. Ability Grouping, Content Validity, and Curriculum Process Analysis. New York: Teachers College Press, 1971.

Denemark, George W. (ed.). Criteria for Curriculum Decisions in Teacher Education. Washington, D.C.: Association for Supervision and Curriculum Development, 1963. (The ASCD Commission on Teacher Education states its value assumptions and proposes criteria for judging teacher education objectives, student selection and advisement, content, procedures, organization of programs, methods of evaluation, administrative action, and staff development.)

Department of the Air Force. Instructional System Development. (AF Manual 50-2). Washington, D.C.: United States Government Printing Office, 1970. (A guide for applying the Air Force systems approach to the development of education and training program. Presents a technology of instructional design, and a model for developing cost-effective instructional systems.)

Doll, Ronald C. Curriculum Improvement: Decision-Making and Process. 2d edition. Boston: Allyn and Bacon, Inc., 1970. (Presents background information and analyses for the development of a theory of curriculum improvement. Also describes and discusses some helpful procedures for bringing about curriculum change. Includes a bibliography.)

Doll, Ronald C. (ed.). Leadership for Improving Instruction. Washington, D.C.: Association for Supervision and Curriculum Development, 1960. (This 1960 ASCD yearbook illustrates leadership roles of persons responsible for improving instruction.)

Doll, Ronald C., and others. Organizing for Curriculum Improvement. New York: Bureau of Publications, Teachers College, Columbia University, 1953. (Compares centralized, decentralized, and centrally coordinated types of school organization, and describes the organization of schools in West Orange, New Jersey.)

Douglass, H.R. (ed.). The High School Curriculum. 3rd ed. New York: The Ronald Press, 1964. (A balanced survey of current curriculum theory and practice by 28 contributing educators. Stresses specific subject matter, but also covers historical, psychological, and social fundations of the curriculum.)

Dressel, Paul L. College and University Curriculum. Berkeley, California: McCutchan Publishing Corporation, 1969. (Provides a structure for studying the curriculum and a pattern for the solution of curriculum problems.)

Dunfee, Maxine. Ethnic Modification of the Curriculum. Washington, D.C.: Association for Supervision and Curriculum Development, 1970. (This booklet explores the need for immediate curriculum evaluation and revision in terms of a pluralistic society.)

Dyer, Henry S. The Discovery and Development of Educational Goals. Proceedings of the 1966 Invitational Conference on Testing Problems. Princeton, New Jersey: Educational Testing Service, 1967.

Educational Media Council. Educational Media Index. (14 volumes). New York: McGraw-Hill, Inc., 1964. (A comprehensive listing of all nonprint instructional materials.)

Educational Policies Commission. The Central Purpose of American Education. Washington, D.C.: National Education Association, 1961.

Educational Services Incorporated. Goals for School Mathematics. Boston: Houghton Mifflin Company, 1963. (This report by 29 scholars sets forth an outline of the mathematics that should and, it is believed, can be acquired in 13 years of schooling; that is, in roughly the equivalent of three years of top-level college training today. Further, the report recommends that this kind of preparation--continuing through college and teacher training--take place today for those who will be teachers tomorrow.)

Eisner, Elliot W. Confronting Curriculum Reform. Boston: Little, Brown and Company, 1971. (Seven papers on current curriculum projects and critical analyses of each paper.)

Eiss, Albert F. and Mary B. Harbeck. Behavioral Objectives in the Affective Domain. Washington, D.C.: National Science Supervisors Association, 1969.

Elam, Stanley (ed.). Education and the Structure of Knowledge. Chicago: Rand McNally & Company, 1964. (A compilation of papers presented at the Fifth Annual Phi Delta Kappa Symposium on Educational Research. Eight papers set forth aspects of structure in the basic realms of knowledge and discuss some of the problems and issues to be considered in dealing with structure in the curriculum. Two other papers provide a broader perspective.)

Elliott, David L. Curriculum and Development and History as a Discipline. (Doctor's Thesis). New York: Columbia University, 1963.

Faix, Thomas L. Toward a Science of Curriculum: Structural-Functional Analysis as a Conceptual System for Theory and Research. (Doctor's Thesis). Madison, Wisconsin: University of Wisconsin, 1964. (A study based on an analogy between a curriculum system and a social system, using scientific theory as a screen through which to examine curriculum theory.)

Ferguson, E.T. (ed.). Emerging Teacher Education Curricular Models. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1971.

Fitzpatrick, Edmund W. Model for Designing a System to Individualize Instruction and Guarantee Learning. Washington, D.C.: Sterling Institute, 1970. (This is the final report of a three-year curriculum develop project dedicated to translating recent learning theory and laboratory findings into operational practice in an existing educational institution. Only a few educational development projects comparable in scope to this one have been conducted.)

Fleigler, Louis A. (ed.). Curriculum Content for the Gifted. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961. (A guide to curriculum adaptation of subject matter and creative activities to be employed in educating the gifted.)

Fleming, Robert S. (ed.). Curriculum for Today's Boys and Girls. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963. (The basic premise of this book is that the kind of learning experiences which last are those which are made active and real for the individual child through careful planning and the effective use of the many available materials. It includes a bibliography of suggested additional readings.)

Folley, John D., Jr. Development of an Improved Method of Task Analysis and Beginnings of a Theory of Training. Port Washington, New York: U.S. Naval Training Device Center, 1964.

Ford, G.W., and L. Pugno (eds.). The Structure of Knowledge and the Curriculum. Chicago: Rand McNally & Company, 1964. (Four treatises, one each on the structure of the natural sciences, mathematics, English, and the social studies.)

Foshay, Arthur W. Curriculum for the 70's: An Agenda for Invention. Washington, D.C.: National Education Association, 1970. (Combines a soundly formulated rationale for developing a revitalized curriculum and an equally sound guide for practices leading to the creation of a humane schooling experience.)

Foshay, Arthur W. and James A. Hall (eds.). Research for Curriculum Improvement. Washington, D.C.: Association for Supervision and Curriculum Development, 1957. (Offers a theoretical setting for curriculum research; deals with the research process; concerns itself with the persons who conduct research in school; and discusses organization and management of the research process, freedom for research, and some ethical problems.)

Foshay, Arthur W. "Shaping Curriculum: The Decade Ahead," in Unruh, G.G. and R.R. Leeper (eds.), Influences in Curriculum Change. Washington, D.C.: Association for Supervision and Curriculum Development, 1968. (Describes societal trends affecting curriculum, decries the current lack of responsiveness of the schools, and offers a personal set of priorities for American education.)

Fraser, Dorothy M. Current Curriculum Studies in Academic Subjects. Washington, D.C.: National Education Association, 1962. (The author describes then-current curriculum development projects and provides some guidelines for teachers and administrators who want to use some of the new products/processes.)

Fraser, Dorothy M. (ed.). Deciding What to Teach. Washington, D.C.: National Education Association, 1963. (This report from the NEA Project on the Instructional Program of the Public Schools identifies 12 significant areas of decision in education and makes recommendations for decision-making in these areas. It examines the problems of what to include in the curriculum and provides a bibliography.)

Frazier, Alexander (ed.). A Curriculum for Children. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (The papers which make up this booklet are concerned with two educational tasks: (1) identifying the enduring elements of curriculum-making for children as found in our past experience, and (2) pointing up a few of the current issues that may force a redefinition of some of these elements.)

Frazier, Alexander (ed.). Educating the Children of the Poor. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (Discusses programs, curriculum developments, and teacher education needed.)

Frazier, Alexander (ed.). Learning More About Learning. Washington, D.C.: Association for Supervision and Curriculum Development, 1960. (Papers and reports from the third ASCD Research Institute.)

Frederick, Robert W. The Third Curriculum. New York: Appleton-Century-Crofts, 1959. (Subtitled "Student Activities in American Education," this book discusses the importance of student activities as an essential part of planned education.)

French, Will, and Associates. Behavioral Goals of General Education in High School. New York: Russell Sage Foundation, 1957. (Proposes behavioral outcomes organized under three maturity goals, and four areas of behavioral competence based on a study with 75 prominent consultants and reviewers. Includes a section on how the overall objectives of general education are being achieved.)

Frost, Joe L. and G. Thomas Rowland. Curricula for the Seventies: Early Childhood Through Early Adolescence. Boston: Houghton-Mifflin Company, 1969.

Frymier, Jack R. Curriculum Improvement for Better Schools. Worthington, Ohio: Charles A. Jones Publishing Company, 1970.

Gage, N.L. (ed.). Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1963. (This handbook is a project of the American Educational Research Association which includes, as one of its four principal parts, a section on research on teaching various grade levels and subject matters. Included are chapters on: nursery school, reading, social studies, composition and literature, secondary-school mathematics, science, foreign languages, visual arts, and the college and university level.)

Gagne', Robert M. The Conditions of Learning. New York: Holt, Rinehart & Winston, Inc., 1965.

Gagne', Robert M. "Curriculum Research and the Promotion of Learning," in Tyler, R.W., and others, Perspectives of Curriculum Evaluation. Chicago: Rand McNally & Company, 1967. (Pointing out that the central focus for change in educational practice during the past decade has been the curriculum the author raises the question of selection and organization of curriculum content. Does a particular item of content at some point in a curriculum facilitate or impede learning? Suggests a rational approach for determining and testing the proper content and sequence for a curriculum.)

Gagne', Robert M., and William J. Gephart (eds.). Learning Research and School Subjects. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1968. (Presents the reflections of five prominent investigators of "learning" on the problems of studying school learning--Glaser, Gibson, Rothkopf, Wittrock, and Thompson. What are the promising fields of research? What do we already know about learning that is applicable to school subjects? What are the likely avenues for attacking the remaining problems?)

General Accounting Office. Need for Improving the Administration of Study and Evaluation Contracts. Washington, D.C.: the Office, 1971. (An investigative report criticizing the USOE for its handling of contract administration.)

Gilchrist, Robert S. (ed.). Using Current Curriculum Developments. Washington, D.C.: Association for Supervision and Curriculum Development, 1963. (Provides descriptions of course-development activities in most pre-collegiate fields; up-to-date as of 1962. Includes a list of projects, their sponsors, their mailing addresses, and the materials they've produced.)

Glaser, Robert. Adapting the Elementary School Curriculum to Individual Performance. Proceedings of the 1967 Invitational Conference on Testing Problem. Princeton, New Jersey: Educational Testing Service, 1968. (Discusses the technicalities for designing and implementing a system for individualizing the school curriculum.)

Glaser, Robert. The Design of Instruction. (Sixty-Fifth Yearbook of the NSSE, Part II). Chicago: University of Chicago Press, 1966. (Suggests some theory and research which may influence the activities of the "instructional designer.")

Glaser, Robert. The Design and Programming of Instruction. Pittsburgh: Learning R & D Center, 1968. (Contends that emphasis must shift from instructional media to the educational problems involved--the student's entering behavior is what should determine the instructional procedures used. Shows how to turn research and development efforts into effective educational practice through an ordered sequence of evaluation, revision, re-evaluation.)

Glaser, Robert (ed.). Training Research and Education. New York: John Wiley & Sons, Inc., 1965. (Since both training and education have a common basis in the findings of psychological research, the 19 authors of chapters in this book describe training research accomplished by experimental psychologists--mostly in a military environment--and its implications for education in general. Some of the chapters are: "Analysis and Specification of Behavior for Training," "Factors in Complex Skill Training," and "A Study of the Relationship of Psychological Research to Educational Practice.")

Goodlad, John I. (ed.). The Changing American School. Chicago: University of Chicago Press, 1966. (This is Part II of the NSSE Yearbook. Its three sections are: "Illustrative Changes in the Schools"; "Forces and Ideas Hold Potential for Influencing the Schools"; and "School Change in Perspective.")

Goodlad, John I., Renata Von Stoephasius, and M. Frances Klein. The Changing School Curriculum. New York: Fund for the Advancement of Education, 1966. (A second analysis of curriculum materials prepared by a fast-growing number of curriculum development projects committed to improving the subjects taught in our schools. The earlier report, published in 1964 by the Fund for the Advancement of Education, was entitled School Curriculum Reform in the United States.)

Goodlad, John I., and M.N. Richter, Jr. The Development of a Conceptual System for Dealing With Problems of Curriculum and Instruction. Los Angeles: University of California, Los Angeles and the Institute for the Development of Educational Activities, 1966. (Formulates a conceptual system to guide theory building, research, and planning in the curriculum field. Deals with problems of definitions, relationships among curricular phenomena, classification of phenomena, and the like.)

Goodlad, John I. "The Educational Program to 1980 and Beyond," in Morphet, Edgar L. and Charles O. Ryan (eds.), Implications for Education of Prospective Changes in Society. New York: Citation Press, 1967. (Contends that the most important task for our schools during the next few years will be to build a curriculum which demonstrates, and a school system which practices, compassion, sensitivity, sound judgement, flexibility, adaptability, humility, and self-renewal. Our high-sounding aims and proposals for education (some of which he identifies) must be brought down to the single school, permeating its daily goals and all the means for their attainment.)

Goodlad, John I. Planning and Organizing for Teaching. Washington, D.C.: National Education Association, 1963. (The author examines and defends alternative proposals for organizing the school, the curriculum, and the classroom in this report from the NEA Project on the Instructional Program of the Public Schools. He also discusses instructional resources widely available in American education.)

Goodlad, John I. School, Curriculum, and the Individual. Waltham, Massachusetts: Blaisdell Publishing Company, 1966. (This is a collection of papers, all but one by Professor Goodlad, which takes the position that, "Tomorrow's teachers will be educational diagnosticians prescribing tailor-made programs from a well-stocked pharmacy of tested alternatives." The papers focus on the author's belief that human variability and human potential for learning require new patterns of school and curriculum organization.)

Goodlad, John I. School Curriculum Reform in the United States. New York: Fund for the Advancement of Education, 1964. (Describes the curriculum reform movement, illustrates with reports on a variety of major projects, and concludes with an analysis of problems and issues. Recommends additional projects in the social sciences and humanities to give balance to the movement.)

Gordon, I.J. (ed.). Criteria for Theories of Instruction. Washington, D.C.: Association for Supervision and Curriculum Development, 1968. (Attempts to provide guidelines for supervisors and teachers as they look critically at proposed statements of instructional theory. Provides a means for extrapolating theoretical propositions from statements about education.)

Great Britain Schools Council. The New Curriculum. London: Her Majesty's Stationery Office, 1968. (A presentation of ideas, experiments, and practical developments which have occurred in recent years in British schools.)

Guttchen, Robert S., and Bertram Bandman (eds.). Philosophical Essays on Curriculum. Philadelphia: J.B. Lippincott Company, 1969.

Gwynn, J. Minor, and John B. Chase, Jr. Curriculum Principles and Social Trends. Fourth edition. New York: The Macmillan Company, 1969. (The authors consider all aspects of the curriculum in the context of controversial problems and current research.)

Haan, Aubrey E. Elementary School Curriculum: Theory and Research. Boston: Allyn and Bacon, Inc., 1961. (Deals with (1) the relationship between human growth and the curriculum, (2) the development of curricular research and its tools, (3) frontiers in curriculum development, and (4) practical aspects of the elementary-school curriculum.)

Hamilton, Norman K., and J. Galen Saylor. Humanizing the Secondary School. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (This booklet consists of nine papers which reflect a deep concern with forces at work that seem to dehumanize students and teachers; each one suggests potential (if partial) solutions to the problem. These papers spotlight humaneness as the most critical need in American secondary education. A paper by J.B. Macdonald presents a set of humanistically-oriented curriculum development principles and describes the background from which they derive.)

Haney, Richard, E. The Changing Curriculum: Science. Washington, D.C.: Association for Supervision and Curriculum Development, 1966. (Lists science projects and examines unresolved curricular issues in this field. Provides information about current developments in science education.)

Haring, Norris G. New Curriculum Design in Special Education. St. Louis, Missouri: Washington University, 1968. (Behavioral research and educational technology are discussed as influences on curriculum design. New factors of curriculum design are reviewed. Includes an 89-item bibliography.)

Harnack, Robert S. The Teacher: Decision Maker and Curriculum Planner. Scranton, Pennsylvania: International Textbook Company, 1968. (Author says that teachers are professional workers who want to learn to make choices about the best teaching-learning situations for pupils. He defines choice-making as "valuing.")

Harris, Norman C. Technical Education in the Junior College. Washington, D.C.: American Association of Junior Colleges, 1964.

Hass, Glen, and Kimball Wiles (eds.). Readings in Curriculum. Boston: Allyn and Bacon, Inc., 1966. (This collection of readings is an attempt to help the reader see the scope of the curriculum decisions that must be made, identify some of the issues involved, understand the bases of curriculum building, and formulate for himself a clearer picture of what he wants the public school curriculum to be at all levels. This paperback book contains contributions from 80 different authors, including most of the 'big names' in the curriculum field.)

Haven, Julia M. (ed.). Selected Bibliography for Curriculum Workers: 1957 Edition. Washington, D.C.: Association for Supervision and Curriculum Development, 1957. (Brief annotations of current publications published during 1956 of particular interest to school people.)

Heath, Robert W. (ed.). New Curricula. New York: Harper & Row, Publishers, 1964. (This book is composed of papers by a number of scholars who describe curriculum change in the academic subjects while at the same time addressing some of the broad issues involved in the curriculum reform movement. Among the contributors are Paul Woodring, Lee J. Cronbach, J.R. Zacharias, James R. Killian, Jr., and Sterling McMurrin.)

Heller, Robert W. (ed.). The Child and the Articulated Curriculum. Danville, Illinois: Interstate Printers & Publishers, Inc., 1968. (The concept of continuous, interrelated learning experiences for every student is central to the articulated curriculum. Articulation involves the ordering of long-range and immediate curriculum goals. Eleven contributors address the problem in separate papers.)

Hendershot, C.H. Programmed Learning: A Bibliography of Programs and Presentation Devices. 3rd edition. Bay City, Michigan: Carl H. Hendershot, 1965.

Herbert, John. A System for Analyzing Lessons. New York: Teachers College, Columbia University, 1967. (Proposes a system for describing teaching-by-giving-lessons as distinguished from the other ways of teaching. A charting system is described and illustrated.)

Herrick, Virgil E., and Ralph W. Tyler. Toward Improved Curriculum Theory. Chicago: University of Chicago Press, 1950. (Supplementary Educational Monographs, No. 71.)

Hicks, William V. The New Elementary School Curriculum. New York: Van Nostrand Reinhold Company, 1970.

Holmes, B. Social Change and the Curriculum. Yearbook of Education. Tarrytown-on-Hudson, New York: World Book Company, 1958.

Huebner, Dwayne. From Classroom Actions to Educational Outcomes: An Exploration in Education Theory. (Unpublished PhD thesis). Madison, Wisconsin: University of Wisconsin, 1959.

Huebner, Dwayne. "Implications of Psychological Thought for the Curriculum," in Unruh, G.G., and R.R. Leeper (eds.), Influences in Curriculum Change. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (Author's thesis: "If curriculum is a discipline, it is not a knowledge-producing discipline but an environment-producing discipline. If the discipline of curriculum exists, it has been led astray by overdependency on the category 'learning'." Neither psychological knowledge nor knowledge of other behavioral sciences serves as a template to stamp out curricular practices or actions.)

Huebner, Dwayne (ed.). A Reassessment of the Curriculum. New York: Teachers College, Bureau of Publications, 1964.

Hunter, Walter E. A Systems Approach to the Instructional Process. Kirkwood, Missouri: Meramec Community College, 1970. (Reports on a project to develop, demonstrate, and evaluate a systems approach for general college chemistry, psychology, and developmental English by Meramec Community College.)

Hurley, Beatrice D. Curriculum for Elementary School Children. New York: The Ronald Press Company, 1957. (Describes the historical development of the elementary school curriculum and discusses the dynamics of teaching and learning. Separate chapters on specific content areas. Suggests methods for evaluating growth.)

Ianni, Francis A.J., and Lois S. Josephs. "The Curriculum Research and Development Program of the U.S. Office of Education," in Heath, R.W. (ed.), New Curricula. New York: Harper & Row, Publishers, 1964.

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Koopman, George R. Curriculum Development. New York: CARE, 1966. (A brief historical review followed by a discussion of recent developments and basic concepts, the relationship of currriculum development to in-service education, organization, new practices, current issues, and future challenges.) (Bib.)

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LeBaron, Wale. System Theory: Some Applications for Curriculum and Instruction. Santa Monica, California: System Development Corporation, 1969. (This paper describes systems analysis in general terms, suggests some applications for education, and discusses the limitations on its use. Identifies the six major steps in the process of systems analysis and discusses each one.)

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Leeper, Robert R. (ed.). Curriculum Decisions - Social Realities. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (Examines the social forces affecting schools and suggests ways to meet and to help direct these forces. Papers from the 1968 ASCD Conference.)

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Leeper, Robert R. (ed.). What are the Sources of the Curriculum? Washington, D.C.: Association for Supervision and Curriculum Development, 1962. (This booklet consists of papers by seven distinguished educators concerned with identifying the sources which serve as a basis for curriculum construction--sources for identifying content, sources for determining the structure or design of the curriculum, and sources for decisions on curriculum. The three principal sources identified were human growth, social needs, and organized knowledge.)

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Maccia, Elizabeth S. and others. Construction of Educational Theory Models. Columbus, Ohio: Ohio State University, 1963.

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Mesics, Emil A. Education and Training for Effective Manpower Utilization. Ithaca, New York: Cornell University, 1969. (An annotated bibliography on training and education in work organizations, compiled by Cornell's School of Industrial and Labor Relations.)

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Morphet, Edgar L. and David L. Jesser (eds.). Designing Education for the Future: Rationale, Procedures, and Appraisal. Denver, Colorado: Designing Education for the Future, 1969. (This summary of a multi-year USOE-funded project concludes that prospects for continued improvement in educational quality lie with the ability of state and local leadership to effect educational change, especially through comprehensive planning and implementation.)

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Passow, A. Harry. "Curriculum Crossroads," in Passow, A.H. (ed.), Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1968.)

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Reynolds, James W. The Comprehensive Junior College Curriculum. Berkeley, California: McCutchan Publishing Corporation, 1969. (Discusses the curriculum in terms of its ability to fill the growing need for an inexpensive college education.)

Rice, James G. (ed.). General Education: Current Ideas and Concerns. Washington, D.C.: Association for Higher Education, 1964. (Introduces the reader to some of the basic positions and points of view which prompted and continue to undergird attempts to develop programs of general education. Chapters on problems of particular concern in the mid-60's. Includes a selected, annotated bibliography.)

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Rubin, Louis J. (ed.). Life Skills in School and Society. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (This ASCD yearbook contains nine chapters by specialists who hold that there must be more to education than the mere acquisition of skills which allow one to be gainfully employed. They speak out for those skills that enable students to "become, relate, interact fully within the fine and infinite worlds of which they are a part.")

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Snyder, Benson R. The Hidden Curriculum. New York: Alfred A. Knopf, Inc., 1971. (A psychiatrist's analysis of a major cause of student unrest in higher education, written primarily from an ecological perspective.)

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Staff Members, Eastern Regional Institute for Education. How to Get New Programs Into Elementary Schools. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972. (A 5-volume "package" of books to provide essential information to the elementary-school administrator who wants to install a new curriculum in his school or school system. Practical, understandable details based on the experience of members of the staff of this USOE-funded educational laboratory. Includes one volume on assessing the results of having installed a new curriculum.)

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Stoll, Clarice S. The Non-Course: Innovation in the Undergraduate Curriculum. Report No. 59. Baltimore, Maryland: Johns Hopkins University, Center for the Study of Social Organization of Schools, 1970.

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Venable, T.C. Patterns in Secondary School Curriculum. New York: Harper & Row Publishers, 1958.

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Wendt, Marilynn S. and Marjory E. Jacobson. A Study to Design, Develop, Implement, Evaluate, and Revise Specific, Measureable Performance Objectives to Serve as a Model to Individualize Instruction for Secondary Schools. Final Report. Bloomfield Hills, Michigan: Bloomfield Hills School District, 1970. (A two-phase study which developed a curriculum model of behavioral objectives, critiques by subject-matter specialists and behavioral scientists, and field-tested in the classroom.)

Wiles, Kimball. The Changing Curriculum of the American High School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963. (Presents a consistently democratic philosophy of the secondary school curriculum and many guidelines for implementing this philosophy. Includes a prediction of the American high school of 1985, and describes the steps needed to achieve such a school.)

Wilson, L. Craig. The Open Access Curriculum. Boston: Allyn & Bacon, Inc., 1971. (Achieves a direct connection between curriculum theory and the demands of restless youth for relevance. A comprehensive and original approach to curriculum.)

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Wood, Hugh B. Foundations of Curriculum Planning and Development. Seattle: Cascade-Pacific Books, 1960. (Considers nine basic questions, each treated in separate chapters, that must be answered in planning and developing curriculums. Discusses the importance of studying the curriculum, its history, and its foundations.)

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CURRICULUM DEVELOPMENT

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Arnold, Joseph P. A Study of Recommendations for Technical Education Curricula. Lafayette, Indiana: Purdue University, 1965. (Reports the results of a study to compare the recommendations of managerial personnel and technicians in 52 medium and large Illinois industrial plants. Despite substantial differences in their backgrounds, the two groups had substantially the same recommendations for post-high-school technical programs.)

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Berman, Louise M. "New Curriculum Designs for Children" in Frazier, Alexander (ed.), The New Elementary School. Washington, D.C.: Association for Supervision and Curriculum Development, 1968. (Presents some concepts and priorities that ought to be considered in developing curriculum designs both for today and 25 years hence. Describes the nature of curriculum development and the unique roles and functions of curriculum designers.)

Billet, Roy O. Improving the Secondary-School Curriculum. New York: Atherton Press, Inc., 1970. (Provides a general overview of educational objectives and curriculum construction and suggests appropriate roles for school administrators and school curriculum committees. Offers specific guidelines for a variety of subject areas, and practical solutions to typical curriculum planning problems.)

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Briggs, Leslie J. Handbook of Procedures for the Design of Instruction. Pittsburgh: American Institutes for Research, 1971.

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Burton, William H. The Guidance of Learning Activities. New York: Appleton-Century-Crofts, 1952. (One of the best discussions of the unit as a way of organizing learning experiences. Includes chapters on evaluation and marking.)

Carlson, Richard O. and Owen B. Kiernan. A Plan for Curriculum Innovation in Massachusetts. Boston: Massachusetts State Department of Education, 1966. (This is a proposal for a communications network, to be operated by the State Department of Education, to facilitate the dissemination of information about new practices in education to Massachusetts school systems.)

Centanni, Frederick A. Task and Skill Analysis: A Methodology of Curricula Development for the Disadvantaged. Waltham, Massachusetts: Sylvania Electronic Systems, 1970. (Outlines training and educational problems confronting the trainee in private business and industry and recommends a methodology which can be used to develop the training/educational approach.)

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Cook, Desmond L. Educational Project Management. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971. (An introductory text on the application of the project management concept to education. Some excellent ideas for curriculum development projects included in a project-management model called PACT.)

Cook, Desmond. Program Evaluation and Review Technique: Applications in Education. Washington, D.C.: United States Government Printing Office, 1966. (Disseminates to the educational community the basic concepts and principles of a project-management information system--PERT.)

Coopman, George R. Curriculum Development. New York: Center for Applied Research in Education, 1966. (For the faculty member or consultant involved in designing curricula.)

Correa, Hector. Quantitative Methods in Educational Planning. New York: International Textbooks Company, 1969. (Designed to enable the reader to prepare an educational plan that takes into consideration the educational needs derived from population and economic growth, and which determines the human, physical, and financial resources needed to satisfy the educational needs.)

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Crawford, Lucy C. A Distributive Teacher Education Curriculum Theory Design. Blacksburg, Virginia: VPI Council for Distributive Teacher Education, 1971. (Using a previously-validated competency pattern for the teacher coordinator, this research designs a distributive teacher education curriculum to serve as a model that can be modified for individual programs.)

Curriculum Development and Improvement at the Army Signal School -- A Systems Approach to Training. Ft. Monmouth, New Jersey: USA Signal School, 1967.

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Curriculum Guide to Adult Basic Education: Beginning Level. Washington, D.C.: United States Government printing Office, 1966.

Curriculum Improvement and Educational Development: Modernizing our Schools. Paris, France: Organization for Economic Cooperation and Development, 1966. (Evaluates past work on curriculum reform and new techniques of teaching, and throws light on the institutional framework through which the planning and implementation of curricula and teaching reforms can be carried out. Outlines possible strategies for integrating innovations in educational policies.)

Curriculum Principles and Social Trends. 3rd edition. New York: The Macmillan Company, 1960.

Denemark, George W. (ed.). Criteria for Curriculum Decisions in Teacher Education. Washington, D.C.: Association for Supervision and Curriculum Development, 1963. (The ASCD Commission on Teacher Education herein states its value assumptions and proposed criteria for judging teacher education objectives, student selection and advisement, content, procedures, organization of programs, methods of evaluation, administrative action, and staff development.)

Decker, John P. A Functional Analysis of Paramedical Occupations as a Foundation for Curriculum Development. Phoenix, Arizona: Arizona Health Services Education, 1967. (Describes derivation of a procedure for analyzing the functions of a medical laboratory assistant in such a way that an appropriate course of study can be developed. Uses a technique described by the author as 'evental analysis.")

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Devore, Paul W. Structure and Content Foundations for Curriculum Development. Washington, D.C.: American Industrial Arts Association, 1966. (Proposes an industrial arts curriculum based on the concept of man as a creator of technology. Suggests a taxonomy to serve curriculum planning, and includes examples of ten levels of the taxonomy.)

Dill, Nacy L. Comparing and Describing the Process of Curriculum Change Through the Application of Network Analysis, Volumes I and II. New York: Teachers College, Columbia University, 1969. (Reports on a study to explore the use of network analysis as a means of describing and comparing selected instances of the curriculum change process. Compares five conceptualizations of the change process when applied to specific change situations.)

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An Educational System for the Seventies. Final Report. New York: E.F. Shelly and Company, 1969. (This report summarizes the planning and implementation of an R&D program for developing a relevant, individualized, and economically feasible secondary-school curriculum and organization. Performance objectives were established for selected activities, courses of study were designed, media and materials were selected, and teaching strategies were developed. Nineteen school districts and their State education departments participated.)

Eisner, Elliott W. "Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum," in Popham, W.J. and others, (eds.), Instructional Objectives. Chicago: Rand McNally and Company, 1969. (Argues that the problem of formulating educational objectives is not a question of technique, but a question of values. Identifies two types of objectives, each of which requires different kinds of curriculum activities and evaluation procedures. Cites empirical research aimed at examining the usefulness of educational objectives.)

Elam, Stanley. Educational Planning in the United States. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1969. (A Phi Delta Kappa project led to this book which contains a detailed examination of planning in U.S. schools from a long-range, multidisciplinary, worldwide perspective.)

Faunce, Roland C., and Nelson L. Bossing. Developing the Core Curriculum. 2nd edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958. (An introductory text on the core curriculum, defined as one in which learning experiences derive from (1) our common, individual drives or needs, and (2) our civic and social needs as members of a democratic society. Describes experiences of teachers who have experimented with the core curriculum.)

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Feyereisen, Jathryn, A.J. Fiorino and A.T. Nowak. Supervision and Curriculum Renewal: A Systems Approach. New York: Appleton-Century-Crofts, 1970. (Features a step-by-step conceptual model for developing a self-adapting, self-regulating, self-renewing curriculum and instruction system.)

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Frye, Northrop. Design for Learning. Ontario, Canada: Toronto University Press, 1962.

Goldberg, Maxwell H. Design in Liberal Learning. San Francisco Jossey-Bass, Inc., Publishers, 1971. (Assesses contemporary curricula in higher education and proposes means by which they can be changed to become truly educative, rather than merely instructional.)

Goodlad, John I. School Curriculum Reform in the United States. New York: The Fund for the Advancement of Education, 1964. (The author reports on his study of the curriculum reform movement. He takes a hard look at what is going on, what the projects have in common and where the gaps are. He examines the movement from the viewpoint of the curriculum generalist concerned with the whole of elementary and secondary education.)

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Grobman, Arnold B. The Changing Classroom: The Role of the Biological Sciences Curriculum Study. Garden City, New York: Doubleday & Company, Inc., 1969. (A scholarly history of the BSCS program. In looking at the pattern of development of the BSCS products, it is possible to predict a fully articulated teaching-learning program in the biological sciences.)

Grobman, Hulda. Developmental Curriculum Projects: Decision Points and Processes. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1970. (A critical overview of the methods, decision points, constraints, and adaptations of the curriculum projects of the late 1950's and the 1960's. Makes clear some of the differences in approach taken by various projects. Suggests reasons for successes and failures.)

A Guide for the Development of Curriculum in Vocational and Technical Education. Los Angeles: University of California, Division of Vocational Education, 1969. (Guidelines were developed in regional conferences and are intended for state and local administrators, curriculum specialists, supervisors, and teachers. Guidance is broad. Includes a bibliography and a list of potential resources for voc-tech curriculum development.)

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Introducing a Law Enforcement Curriculum at a State University. Washington, D.C.: United States Government Printing Office, 1970. (Describes and analyzes the processes leading to the introduction of a curriculum in law enforcement at a state university.)

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Jurist, Rodney C. The Curriculum for a Model Business Education Program. Trenton, New Jersey: New Jersey State Department of Education, 1967. (Describes a study to develop a 4-year business-education curriculum to serve as a statewide guide. Based on 26 statement of criteria for a model business education program, includes subject sequences, work experience programs, career programs, and programs for small high schools. Also includes sample report forms and questionnaires for use in planning programs.)

Kapfer, Miriam B. Behavioral Objectives in Curriculum Development: Selected Readings and Bibliography. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. (Eight sections of readings on behavioral objectives, each one with a bibliography of additional materials. More than 36 authors discuss how the use of behavioral objectives in instruction can enhance individualization of learning.)

Kapfer, Philip G. and Glen F. Ovard. Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. (An Individualized Learning Package(ILP) is a method for translating traditional curriculum guides and lesson plans into an individualized set of student lesson plans which permit each student to progress through the curriculum at his own best rate.)

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Kitzhaber, Albert R. and others. Improving the High School Curriculum. New York: The Ronald Press Company, 1961. (Examines the college-preparatory curriculum of the high school and offers explicit recommendations, subject by subject, for improving what is taught to college-bound students.)

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Krathwohl, David R. "The Taxonomy of Educational Objectives: Its Use in Curriculum Building," in Lindvall, C.M., (ed.), Defining Educational Objectives. Pittsburgh: University of Pittsburgh Press, 1964. (Describes taxonomies for cognitive and affective domains, and suggests important uses for them in curriculum-development activities.)

Lawler, Marcella R. (ed.). Strategies for Planned Curricular Innovation. New York: Teachers College Press, 1970. (These papers are the proceedings of a conference held at Teachers College in the fall of 1966. They present a discussion of the difficulties faced by innovators, followed by suggested guidelines that can be used to ease the process of change in education.)

Lee, Addison E. (ed.). Research and Curriculum Development in Science Education. Austin, Texas: University of Texas, Science Education Center, 1967.

Leeper, Robert R. (ed.). Curriculum Change: Direction and Process. Washington, D.C.: Association for Supervision and Curriculum Development, 1966. (Charts new directions in bringing about curriculum change.)

Leeper, Robert R. (ed.). Strategy for Curriculum Change. Washington, D.C.: Association for Supervision and Curriculum Development, 1965. (Following an ASCD seminar on Strategy for Curriculum Change, this booklet was published to give wider exposure to the four major papers presented there. The papers address such questions as why changes occur in American schools, who is responsible for initiating and carrying out change, and whether these changes will persist. They also analyze strategies that will result in desirable change in educational programs.)

Leese, Joseph and others. The Teacher in Curriculum Making. New York: Harper & Brothers, 1961.

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London (England) Schools Council. Curriculum Development: Teachers' Group and Centers. Redwood City, California: Pendragon House, 1967. (Offers suggestions about facilities to support curriculum development based on the principle that the motive power for such a development should come primarily from local groups of teachers.)

Lurry, Lucille L. and Elsie J. Alberty. Developing a High School Core Program. New York: The Macmillan Company, 1957. (Shows that a core program can be designed with a content that, while encompassing the broad values of good general education, can also provide for teaching that is psychologically sound and sensible in respect to what we know about the adolescent and the way he learns.)

Macagnoni, Virginia M. Social Dimensions of the Self as an Open System: A Curriculum Design. Gainesville, Florida: Florida Educational R&D Council, 1970. (Brings into one framework some of the growing ideas and insights from research in self-concept, systems, and behavioral objectives.)

Macdonald, James B., Dan W. Andersen, and Frank B. May. Strategies of Curriculum Development. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965. (A posthumous collection of predominantly unpublished essays by Virgil E. Herrick, a leader in the movement toward a disciplined curriculum theory. Emphasizes three basic themes: development of curriculum theory and design; improvement of instructional theory and practice; and analysis of classroom episodes as a method of inquiry.)

Mager, Robert F. and Kenneth M. Beach, Jr. Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1967. (Makes available to the vocational educator the essence of modern educational technology. Describes succinctly each of the steps involved in the systematic development of instruction. Provides examples and includes references.)

Mayhew, Lewis B. and P.J. Ford. Changing the Curriculum. San Francisco: Jossey-Bass, Inc., Publishers, 1971. (Surveys the issues involved in changing curricula, analyzes current practices, and makes suggestions for curricular innovations and problem-solving.)

Merrill, M. David (ed.). Instructional Design: Readings. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Merritt, Eleanore, and Henry Harap. Trends in the Production of Curriculum Guides. Nashville, Tennessee: George Peabody College, 1955.

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Stake, Robert E. "Language, Rationality, and Assessment," in Beatty, Walcott H. (ed.), Improving Educational Assessment & an Inventory of Measures of Affective Behavior. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. (Claims that educators are not very effective in assessment because they are not very effective at formal communication. Offers a data matrix for the evaluation of an educational program with characteristics of the program to be evaluated along one dimension and sources of information along the other. Describes two principal ways of processing the evaluation data. Posits a continuum of generalizability of findings--from instructional research, to formative evaluation, to summative evaluation, to institutional evaluation.)

Strevell, Wallace H. (ed.). Rationale of Education Evaluation. Pearland, Texas: Gulf Schools Supplementary Education Center, 1967. (Contains seven position papers on educational evaluation from the standpoints of psychology, sociology, political science, business management, school administration, and computer science. Includes an 87-entry bibliography.)

A Structure and Scheme for the Evaluation of Innovative Programs. Tucson, Arizona: EPIC Evaluation Center, 1969. (Describes a four-step scheme for evaluating innovative curricula. The scheme is based on a 3-dimensional structure of variables influencing instructional programs--the instructional dimension, the institutional dimension, and the behavioral dimension. Gives an example of the application of this approach to program evaluation.)

Stufflebeam, Daniel I. and others. Educational Evaluation and Decision Making. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1971. (This book was sponsored by the Phi Delta Kappa Commission on Evaluation. It is an integrated, internally-consistent volume which focuses on an analysis of the strengths and weaknesses of educational evaluation theory today. It synthesizes a new definition of evaluation. An important work.)

Stufflebeam, Daniel I. Evaluation as Enlightenment for Decision-Making. Columbus, Ohio: Ohio State University Evaluation Center, 1968. (Presents problems in defining educational evaluation and its requirements and discusses three possible sources of faulty conceptual bases for evaluation. Also presents four strategies for evaluating educational programs and a guide for developing evaluation designs to implement a given evaluation program.)

Stuit, Dewey B. and others. A Survey of College Evaluation Methods and Needs.. Princeton, New Jersey: Educational Testing Service, 1956.

Suchman, E.A. Evaluation Research: Principles and Practice in Public Service & Social Action Programs. New York: Russell Sage Foundation, 1967.

Swisher, Ginny (ed.). Evaluation: Processes and Practices. Washington, D.C.: Mid-Atlantic Region Special Education Instructional Materials Center, 1968. (Papers from a conference for the evaluation of instructional materials held in Washington, D.C., in April 1968. Describes the Dershimer 3-part evaluative schema and the approach to evaluating instructional materials taken by the Educational Products Information Exchange.)

Tyler, Ralph W., Robert M. Gagne', and Michael Scriven. Perspectives of Curriculum Evaluation. Chicago: Rand McNally & Company, 1967. (This is one monograph in a series on curriculum evaluation being sponsored by the American Educational Research Association. The contributors have tried to sort out a number of important concepts needed as "building stones" in the development of program evaluation. Includes the following papers: "Toward a Technology for the Evaluation of Educational Programs," by Robert E. Stake; "Changing Concepts of Educational Evaluation," by Ralph W. Tyler; "Curriculum Research and the Promotion of Learning," by Robert M. Gagne'; "The Methodology of Evaluation," by Michael Scriven; and "Aspects of Curriculum Evaluation: A Synposis," by J. Stanley Ahmann. An extensive bibliography is provided.)

Tyler, Ralph (ed.). Educational Evaluation: New Roles, New Means. (68th Yearbook, Part II, NSSE). Chicago: National Society for the Study of Education, 1969.

Ullery, J. William. Management and Evaluation Plan for Instructional Systems Development for Vocational-Technical Education. Pittsburgh: American Institutes for Research, 1970. (This report presents the management and evaluation plan for instructional system development of an experimental curriculum for the New Quincy (Mass.) Vocational-Technical School. Major emphasis is on the formation of evaluative procedures drawing on student performance data as the primary source of feedback. Includes flow charts, system control documents, and sample instruments for formative and summative evaluation.)

Walbesser, H.H. An Evaluation Model and Its Application. Washington, D.C.: American Association for the Advancement of Science, 1965.

Walbesser, Henry H. "The Measure of Behavioral Changes as the Measure of a Curriculum Evaluation," in Steinberg, Erwin R. (ed.), Curriculum Development and Evaluation in English and Social Studies. Pittsburgh: Carnegie Institute of Technology, 1964.

Webb, Wilse B. "Measurement of Learning in Extensive Training Programs," in DuBois, P.H. and G.D. Mays (eds.), Research Strategies for Evaluating Training. Chicago: Rand McNally & Company, 1970. (Identifies the characteristics of measurement that are desirable, those that are essential, and the midway ground of compromise that must be accepted by those who function in the real world of education or training.)

Wedemeyer, Charles A. Evaluation of Continuing Education Programs. Madison, Wisconsin: University of Wisconsin Extension Division, 1969. (Describes the steps in evaluating continuing education and explains why such evaluation is not widely used.)

Weinfeld, Frederic D. Educational Quality, Definition, and Measurement. Washington, D.C.: United States Government Printing Office, 1966. (Technical Note No. 4, U.S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Statistics, Division of Operations Analysis.)

Weiss, Joel. Development of Model and Procedures for Curriculum Evaluation. Toronto, Ontario, Canada: Ontario Institute for Studies in Education, 1969.

Welty, Gordon A. The Logic of Evaluation. Philadelphia: Research for Better Schools, Inc., 1970.

Wholey, J. "Program Evaluation in the Department of Health, Education, and Welfare," in Wholey, J. (ed.), Federal Program Evaluation Practices. (Appendix I). Washington, D.C.: The Urban Institute, 1969.

Wiley, David E. The Design and Analysis of Evaluation Studies. Los Angeles: University of California,Los Angeles, Center for the Study of Evaluation, 1969.

Wilhelm, Fred T. (ed.). Evaluation as Feedback and Guide. Washington, D.C.: Association for the Supervision of Curriculum Development, 1967. (This 1967 ASCD yearbook advocates abolishing grades, marks, tests, and credits, and proposes a simpler evaluation. Reports on a demonstration of this approach in an actual school system, and points to a future in which evaluation will be a more direct and constructive process.)

Wittrock, M.C. and D.E. Wiley (eds.). Evaluation of Instruction. New York: Holt, Rinehart and Winston, Inc., 1970. (A report on a symposium on problems in the evaluation of instruction, held at the University of California in 1967.)

Wrightstone, J. Wayne, and others. Evaluation of the Higher Horizons Program for Underprivileged Children. (Cooperative Research Project No. 1124). New York: Bureau of Educational Research, New York Board of Education, undated.

Young, Michael Dunlop. Innovation and Research in Education. (Reports of the Institute of Community Studies). New York: Humanities, 1966. (Discusses the importance and methods of research in determining the effectiveness of new concepts in education.)

JOURNAL ARTICLES

GENERAL

Abbott, Max G. and Terry L. Eidell. "Administrative Implications of Curriculum Reform," Educational Technology, Vol. 10, No. 5 (May 1970), 62-64.

Abramson, David A. "Curriculum Research and Evaluation," Review of Educational Research, Vol. 36, No. 3 (June 1966), 388-395. (While acknowledging that curriculum research has an important role to play, the author bewails the paucity of studies which can serve as models for this research. Describes the role of curriculum research and its objectives and distinguishes between research and evaluation.)

Alexander, William M. "Assessing Curriculum Proposals," Teachers College Record, Vol. 63 (January 1962), 286-293.

Alexander, William M. and R.J. Havighurst. "Bases for Curriculum Decisions," National Elementary Principal, Vol. 42 (September 1962), 8-12.

Alexander, William M. "Some Priorities in Curriculum Development," Theory Into Practice, Vol. 1 (October 1962), 222-227.

Alexander, William M. and others. "Working on Curriculum Problems Through University Seminars," Educational Leadership, Vol. 12, No. 8 (May 1955), 467-471. (Students in a university seminar describe various curriculum problems they're attempting to resolve through research.)

Alpren, M. "What Curriculum Developments Are Finding Their Way Into Practice," NASSP Bulletin, Vol. 46 (March 1962), 13-17.

American Educational Research Association. "Curriculum Planning and Development," (issue title), Review of Educational Research, Vol. 36, No. 3 (June 1966). (Reviews of research in the curriculum field between 1963 and 1966.)

American Educational Research Association. "Curriculum Planning and Development," (issue title), Review of Educational Research, Vol. 33, No. 3 (June 1963).

American Educational Research Association. "Curriculum," (issue title), Review of Educational Research, Vol. 39, No. 3 (June 1969).

Anderson, Gary J. and others. "Curriculum Effects on the Social Climate of Learning," American Educational Research Journal, Vol. 6 (1969), 315-329.

Anderson, Richard C. "The Role of the Educational Engineer," The Journal of Educational Sociology, Vol. 34 (1961), 377-381. (Discusses the usefulness of having an "educational engineer" to help bridge the gap between research and practice.)

Anderson, G. Lester. "The Changing Curriculum," Journal of General Education, Vol. 22, No. 1 (April 1970), 51-60. (Each institution of higher education should adopt a philosophy concerning its educational objectives and develop a curriculum that will accomplish these goals.)

Anderson, Vernon E. "Possibilities of Curriculum Research," Educational Leadership, Vol. 14, No. 1 (October 1956), 49-54. (Suggests that many practical curriculum problems can best be solved by teachers doing research--action research--in their own school rooms.)

Archambault, R.D. "Philosophical Bases of the Experience Curriculum," Harvard Educational Review, Vol. 26, No. 3 (1956), 263-275.

Arnold, Walter M. and James F. McNamara. "A Systems Approach to State-Local Program Planning in Vocational Education," Socio-Economic Planning Sciences (Oxford, England). (Reports the results of a study which developed a model to illustrate how educational planners might better utilize socio-economic data to improve the information base for decision-making and program planning in vocational education. The model is based on a "systems approach.")

Atkin, Myron J. "Behavioral Objectives in Curriculum Design: A Cautionary Note," The Science Teacher, Vol. 35, No. 5 (May 1968), 27-30. (Several reservations about the use of behaviorally-stated instructional objectives for curriculum design are presented and discussed in this article.)

Ausubel, D.P. "Crucial Psychological Issues in the Objectives, Organization, and Evaluation of Curriculum Movements," Psychology in the Schools, Vol. 4, No. 2 (March 1967), 111-121. (Expresses reservations concerning the exhortation that teachers use behaviorally-stated instructional objectives. One of the principal reasons for this position, according to the author, is the inefficiency and lack of training of most curriculum "specialists.")

Ayars, Albert L. "Role of Interest Groups in Curriculum Planning," Educational Leadership, Vol. 19 (October 1961), 35-38.

Badger, Frank W. "The Process of Curriculum Review," Liberal Education, Vol. 55, No. 2 (May 1969), 272-282.

Banathy, Bela H. "Information Systems for Curriculum Planning," Educational Technology, Vol. 10, No. 11 (November 1970), 25-28. (Adequate information is a prerequisite for curriculum planning. Planning, programming, and managing American education will require new information systems to enable schools to cope with and adjust to change.)

Barnes, John B. "The Role of the Consultant in Improving Local Educational Programs," Arizona State University College of Education Bulletin, No. 7 (1959), 1-11.

Barnes, M.W. "Curriculum Research: The Leading Edge," Educational Leadership, Vol. 20 (February 1963), 325ff.

Bellack, Arno A. "History of Curriculum Thought and Practice," Review of Educational Research, Vol. 39, No. 3 (June 1969), 283-292. (Reviews some "history of curriculum thought" as evidence of an upsurge of interest on the part of some curriculum specialists. A search of the past for solutions to present-day curriculum problems.)

Berlak, H. "New Curricula and Measurement of Thinking," Educational Forum, Vol. 30 (March 1966), 303-311.

Bishop, L.J. "Technology and the Possible Curriculum," Audiovisual Instruction, Vol. 13 (March 1968), 223-226

Bolen, John E. "Toward a Taxonomy of Curricular Experience," Journal of Learning Disabilities, Vol. 3, No. 5 (May 1970).

Bolmeier, E.C. "Legal Aspects of the Curriculum and the Extracurriculum," NASSP Bulletin, Vol. 49 (March 1965), 128-142.

Bolvin, J.O. and Robert Glaser. "Developmental Aspects of Individually Prescribed Instruction," Audiovisual Instruction, (October 1968).

Bossing, N.L. "Recent Books on the Curriculum," Minnesota Journal of Education, Vol. 41 (February 1961),4.

Bowers, Norman D. "Psychological Forces Influencing Curriculum Decisions," Review of Educational Research, Vol. 33, No. 3 (June 1963), 268-277. (Reviews recent research about the characteristics of learners, the process of learning, the effects of different tasks and methods, and the definition of various skills and abilities that can be viewed as outcomes of school learning. Concludes that much available information seems to have little direct usefulness in making curriculum decisions.)

Boye, Charles L. "Significant Issues for Curriculum Research," Educational Leadership, Vol. 12, No. 5 (February 1955), 311-314. (Suggests 14 areas of elementary-secondary education needing research, 2 areas of teacher education, and additional areas requiring community attention.)

Brogdon, Henry W. "The New Curriculum in Social Studies," American Behavioral Scientist, Vol. 6 (November 1962), 32-34.

Broudy, H.S. "Components and Constraints of Curriculum Research," Curriculum Theory Network, No. 5 (Spring 1970), 16-31. (Lists the components of curriculum theory, examines constraints on theory building, and suggests several points at which the domain of curriculum research might be distinguished from learning and instruction.)

Bruner, Jerome S. "Needed: A Theory of Instruction," Educational Leadership, Vol. 20, No. 8 (May 1963), 523-532. (Sets forth some possible theorems for a theory of instruction. As Bruner describes it, it is equally a theory of curriculum since it is prescriptive in nature, with an aim of producing particular ends, optimally.)

Budd, Richard W. "The Impact of the Mass Media on Curricula," Educational Technology, Vol. 10, No. 4 (April 1970), 50-52. (Raises questions about the ways in which many educators have been "seduced" by, and incorporated into, the mass media systems.)

Burns, Richard W. and Gary D. Brooks. "The Need for Curriculum Reform," Educational Technology, Vol. 10, No. 4 (April 1970), 8-12. (Identifies and discusses 14 reasons why our curricula need to be changed. Contends that basic curricular reform must deal with content first before being concerned with technological improvements in methods and hardware.)

Burns, Richard W. and Gary D. Brooks. "Processes, Problem Solving, and Curriculum Reform," Educational Technology, Vol. 10, No. 5 (May 1970), 10-13. (Claims that present-day education puts too much emphasis on memorization of material. Suggests a process-oriented curriculum aimed at teaching problem solving, thinking, and the independent pursuit of "understanding the world.")

Bushnell, David S. "An Educational System for the '70s," Phi Delta Kappan, Vol. 51, No. 4 (December 1969), 199-203. (Describes basic concepts, learner-centered educational objectives, and interagency aspects of ES'70, a comprehensive, nationwide R&D program applying the systems approach to the improvement of secondary education.)

Bushnell, David S. "A Systems Approach to Curriculum Change in Secondary Education," Educational Technology, Vol. 10, No. 5 (May 1970), 46-48. (Conjectures how the systems approach and performance objectives will produce a "new" school.)

Cahen, Leonard S. "Comparative Problems in Product and Curriculum Innovation," Educational Products Report, Vol. 2, No. 5 (February 1969), 45-46.

Caswell, Hollis L. "A Curriculum Viewpoint on Educational Television," Educational Leadership, Vol. 15, No. 2 (November 1957), 107-115. (A distinguished American educator surveys a controversial area and raises some penetrating questions.)

Chambers, M.M. "The Essence of Curriculum Reform in Higher Education," Educational Technology, Vol. 10, No. 5 (May 1970), 48-50.

Chase, Francis S. "Some Effects of Current Curriculum Projects on Educational Policy and Practice," School Review, Vol. 70 (Spring 1962), 132-147.

Claypool, V.B. "Redefining Our Goals by the Needs of Our Students," Journal of Secondary Education, Vol. 39 (April 1964), 147-150.

Cobb, R.A. and V.R. Cardozier. "What Factors Influence Curriculum Choice?", American Vocational Journal, Vol. 41 (October 1966), 30-32.

Cook, D.L. "Sociological and Psychological Curriculum Foundations," NASSP Bulletin, Vol. 43 (February 1959), 45-50.

Cox, Roy L. and Earl M. Ramer. "Trends in State-Level Curriculum Requirements," Clearing House, Vol. 45, No. 5 (January 1971), 309-311.

"Curriculum Planning and Development," (issue title), Theory Into Practice, (October 1962).

"Curriculum vs. the Individual," (issue title), Educational Leadership, Vol. 23, No. 1 (October 1965), 3-78. (Theme articles on problems involved in humanizing the schools.)

Davis, O.L., Jr., "Organized Knowledge Influencing Curriculum Decisions," Review of Educational Research, Vol. 33, No. 3 (June 1963), 245-253. (Treats with analytical statements and descriptive reports on the nature of knowledge and the curriculum, recognizing that organized knowledge is a major source of the curriculum.)

Dressel, P.L. "Look at New Curriculum Models: For Undergraduate Education," Journal of Higher Education, Vol. 36 (February 1965), 89-96.

Duncan, James K. and Jack R. Frymier. "Explorations in the Systematic Study of Curriculum," Theory Into Practice, Vol. 6 (October 1967), 180-199.

Dyer, Henry S. "Art of Unwrapping Curriculum Packages: or, How to Be an Educational String Saver," NASSP Bulletin, Vol. 52 (May 1968), 141-158.

Eisner, Elliot W. "Curriculum Development: Sources for a Foundation for the Field of Curriculum," Curriculum Theory Network, No. 5 (Spring 1970), 3-15. (The curriculum reform movement may make a contribution well beyond improvement of subject matter.)

Eisner, E.W. "Curriculum Theory and the Concept of Educational Milieu," High School Journal, Vol. 51 (December 1967), 132-146.

Eisner, Elliot. "Levels of Curriculum and Curriculum Research," Elementary School Journal, No. 66 (December 1965), 155-162.

Esbensen, Thorwald. "Educational Objectives and the Curriculum," Educational Sciences, Vol. 2,No. 2 (February 1968), 97-100.

Farris, Ragene and T.C. Ross. "A Workable Mechanism for Making Curriculum and Instructional Decisions," Journal of Secondary Education, Vol. 46, No. 1 (January 1971), 38-48.

Fleming, Robert S. "Improving Instruction Through Curriculum Research," School Review, Vol. 66 (Winter 1958), 418-429.

Frick, Herman and S.H. Moorer. "A State-Wide Approach to Curriculum Research," Educational Leadership, Vol. 12, No. 8 (May 1955), 459-463. (A working council sparks curriculum research throughout the state of Florida in an over-all approach to school improvement.)

Gibbony, Richard A. and others. "Curriculum Components and Organization," Review of Educational Research, Vol. 33, No. 3 (June 1963), 278-292. (Concerned with evaluative research on major curriculum revision projects.)

Glatthorn, A.A. "How to Sabotage Teacher-Proof Curricula," NASSP Bulletin, Vol. 52 (May 1968), 159-174.

Goodlad, John I. "Curriculum: A Janus Look," Journal of Curriculum Studies, Vol. 1, No. 1 (November 1968), 34-46.

Goodlad, John I. "Curriculum: State of the Field," Review of Educational Research, Vol. 39, No. 3 (June 1969), 367-375. (Identifies continuing problems and issues in the curriculum field, and appraises curriculum as a field of inquiry. Describes recent trends in curriculum research and development.)

Goodlad, John I. "The Organizing Center in Curriculum Theory and Practice," Theory Into Practice, Vol. 1 (October 1962), 215-221.

Grandstaff, Marvin. "Two Suggested Categories of Curriculum Theory," Curriculum Theory Network, No. 2 (Winter 1968-69), 35-54. (A discussion of curriculum theory within the context of educational theory in general.)

Gunther, Karl-Heinz. "The Planning and Organization of Curriculum Research," Comparative Education, Vol. 5, No. 3 (December 1969), 235-247.

Hanna, L.R. "Design for a National Curriculum," Nations Schools, Vol. 62 (September,1958), 43-45.

Hanna, L.R. "Proposed: A National Commission for Curriculum Research and Development," Phi Delta Kappan, Vol. 42 (May 1961), 331-338.

Harrow, Anita J. "The Accountable Curriculum: Is a Performance Contract Necessary," Journal of Research and Development in Education, Vol. 5, No. 1 (Fall 1971), 62-70. (Provides guidelines for planning an "accountable" curriculum within the school system and without having to employ an outside contractor.)

Hawkins, Wilber. "Continuous Progress Curriculum: A Generic Model," Educational Technology, (December 1971), 57-58. (Presents a generic method for analyzing and developing a curriculum in any subject and at any level.)

Herrick, Virgil E. "Curriculum Decisions and Provisions for Individual Differences," Elementary School Journal, Vol. 62 (March 1962),313-320.

Johnson, H.O. "Curriculum Considerations in the Navy," American Vocational Journal, Vol. 44 (March 1969), 25-26+.

Johnson, Mauritz. "Definition and Models in Curriculum Theory," Educational Theory, No. 17 (April 1967), 127-140.

Johnson, Mauritz. "On the Meaning of Curriculum Design," Curriculum Theory Network, No. 3 (Spring 1969), 3-9. (Discusses the need to define curriculum,curriculum design, and curriculum development more rigorously; and to differentiate curriculum concepts from instruction.)

Kaufman, Roger A. "A System Approach to Education: Derivation and Definition," AV Communication Review, Vol. 16, No. 4 (Winter 1968), 415-425. (A brief introduction to the tools of a system approach to educational development--system analysis and system synthesis.)

Kirst, Michael W. and D.F. Walker. "An Analysis of Curriculum Policy-Making," Review of Educational Research, Vol. 41, No. 5 (December 1971), 479-509. (Explores what is known about curriculum policy-making in U.S. Public schools--primarily focused on the status of the policy-making process.)

Klein, M. Frances and Louise Tyler. "On Analyzing Curricula," Curriculum Theory Network, Vol. 3 (Spring 1969), 10-25.

Kliebard, Henry M. "The Tyler Rationale," School Review, Vol. 78, No.2 (February 1970), 259-272. (Raises questions concerning R.W. Tyler's milestone curriculum pronouncements of the 1930's to 1950's.)

Kolz, Richard C. and John O'Dell. "A Flow Chart Approach to Curriculum Study," Clearing House, Vol. 45, No. 2 (October 1970), 72-75.

Kopp, H.G. "Curriculum as a Process," Volta Review, Vol. 70 (September 1968), 376-378.

Larson, Ruth M. "Can We Build Better Curriculum Theory?", Educational Leadership, Vol. 15, No. 6 (March 1958), 385-389;396. ("Yes," says this author.)

Lee, Dorris May. "What Shall We Teach?", The National Elementary Principal, Vol. XL, No. 3 (December 1960), 12-16. (A plea for a curriculum based on fundamental processes rather than traditional subject-matter--communicating, conceptualizing, relationships, generalizing, making applications, problem-solving, self-direction, creating, appreciating, memorizing.)

Long, Barrie. "A Theoretical Model for Method Selection," Industrial Training International, Vol. 4, No. 11 (November 1969), 475-477. (Identifie the six broad areas of training objectives and suggests methods of training suited to each particular category, and the extent of trainer participation.)

McNeil, John D. "Forces Influencing Curriculum," Review of Educational Research, Vol. 39, No. 3 (June 1969), 293-318. (There is little evidence that principles of curriculum and instruction are significant in shaping the curricula of the schools. Reviews reports and speculations that purport to identify shaping trends in the forces presumed to influence the curriculum.)

Macdonald, James B. and James D. Raths. "Curriculum Research: Problems, Techniques, and Prospects," Review of Educational Research, No.33 (June 1963), 322-329.

Macdonald, James B. "Curriculum Theory," Journal of Educational Research, Vol. 64, No. 5 (January 1971), 196-200. (Identifies various views on curriculum theorizing and of curriculum concerns, and summarizes the "state of the art.")

Mann, J.S. "The Discipline of Curriculum Theory," School Review, Vol. 76 (December 1968), 359-378.

Manning, William R. "Cost Analysis and Curriculum Decisions," Educational Leadership,Vol. 27, No. 2 (November 1969), 179,181,183.

Martorella, Peter H. "Curricular Change: A Paradign for Analyzing The Parameters of Curricular Reform," Educational Technology, (December 1971), 23-26. (Addresses the dimension of task analysis of the dynamics of curricular reform from a "systems" orientation.)

Morrisett, I. and W.W. Stevens, Jr. "Curriculum Analysis," Social Education, Vol. 31 (October 1967), 483-486.

Pietrofesa, J.J. "Basic School Curriculum Designs," Catholic Educational Review, Vol. 66 (November 1968), 505-515.

Popham, W. James. "Curriculum Materials," Review of Educational Research, Vol. 39, No. 3 (June 1969), 319-338. (Curriculum materials may provide one of the most formidable change agents for modifying educational practice. Reviews such topics as the classification problem, demonstrations of effectiveness, treatment variables, practice, knowledge of results, promoting learner interest, prompts, multiple channels, sequencing, pacing, revision, and evaluation.)

Rosenstein, J. and D.I. McGee. "Curriculum, Learning Theory, and Instruction," Volta Review, Vol. 70 (September 1968), 440-446.

Roth, Eldon S. "Conceptions of the Curriculum," Improving College and University Teaching, Vol. 18, No. 2 (Spring 1970), 97. (Curriculum pertains to all facets of college life that provide experience for the student.)

Sand, Ole and others. "Components of the Curriculum," Review of Educational Research, Vol. 30 (June 1960), 226-245.

Schutz, Richard E. "Methodological Issues in Curriculum Research," Review of Educational Research, Vol. 39, No. 3 (June 1969),359-365. (Although methodological issues in curriculum research have not overtly appeared in the literature, the author reviews "latent" issues of methodology currently available to the curriculum researcher.)

Scott, Harry V. "A Primer of Curriculum Theory," Educational Theory, Vol. 18, No. 2 (Spring 1968), 118-124. (Attempts to locate lines of thought that might prove useful in curriculum theory building by examining current efforts of curriculum theorists.)

Shane, June G. and Harold G. Shane. "Cultural Change and the Curriculum: 1970-2000 A.D.," Educational Technology, Vol. 10, No. 4 (April 1970), 13-18. (Attempts a preview of the world of 1975 to 1999 and derives some curricular implications of the sudden "collision with tomorrow" that faces most adults who came of age prior to the 1960's.)

Shaw, Frederick. "The Changing Curriculum," Review of Educational Research, Vol. 36, No. 3 (June 1966), 343-352. (Describes some of the forces responsible for curriculum innovations during the preceding decade--social, economic, and demographic forces; advances in technology; political forces (including pressure groups); the "knowledge explosion"; and curriculum theory. Concludes that curriculum theory played only a small part of producing curriculum change.)

"The Subject is Curriculum," (issue title), NASSP Bulletin, No. 340 (November 1969), 134p. (A collection of articles selected by the executive officers of ten subject-field associations and reprinted here from their respective journals. The curricula represented are music, physical education, science, speech, mathematics, art, social studies, business education, industrial arts, and vocational education.)

Swanson, G.I. and others. "Vocational Curriculum: A Conceptual Framework," American Vocational Journal, Vol. 44 (March 1969), 22-24.

Tanner, Daniel. "Curriculum Theory: Knowledge and Content," Review of Educational Research, Vol. 36, No. 3 (June 1966), 362-372. (Reviews major current elements in curriculum theory. Concludes that theory-building has been stimulated by the curriculum reform movement, but that its bases resemble loose assumptions rather than theoretical constructs.)

Tinucci, Frances. "A Rationale for a Humanities-Centered Curriculum in a Cybernetic-Centered Society," Catholic Educational Review, Vol.66 No. 10 (January 1969), 632-646.

Tuckman, Bruce W. "The Student-Centered Curriculum: A Concept in Curriculum Innovation," Educational Technology, (October 1969), 26-29. (Describes the concept of a student-centered curriculum in 7 postulates, and then derives 6 propositions which describe how such a curriculum would be constructed and how it would operate.)

VanderMeer, Abram W. "The Impact of New Materials and Media on Curricular Design," Educational Technology, Vol. 10, No. 4 (April 1970), 53-57. (Argues that the increased variety of educational media and materials make it possible and feasible to achieve a wider range of worthwhile goals for the curriculum. Makes the point that the achievement of goals is conditioned by the selection of materials that are appropriate.)

Vars, Gordon F. and William T. Lowe. "Societal Forces Influencing Curriculum Decisions," Review of Educational Research, Vol. 33, No. 3 (June 1963), 254-267. (Deals with societal forces that directly influence the selection of subject matter or learning experiences to be provided by the schools. Some of the forces are race, social class, peer culture, family, school dropouts, delinquency, and politics. What is taught, why it is taught, and how it is taught are all affected by dynamic social forces.)

Wagschal, Peter H. "Performance vs. Experience-Based Curricula," High School Journal, Vol. 52, No. 8 (May 1969), 466-471.

Webster, William J. and Gordon K. McLeod. "An Empirical Approach to Curriculum Design," Education, Vol. 90, No. 3 (February-March 1970), 252-260. (Presents a system designed to plan and empirically validate an advanced program for elementary and secondary education.)

"Who Should Plan the Curriculum?", (issue title), Educational Leadership, Vol. 19, No. 1 (October 1961), 2-42. (Separate articles on curriculum planning by teachers, learners, subject-matter groups, school boards, state departments of education, state legislatures, citizens, and interest groups.)

Woodruff, A.C. "Educational Research and the Curriculum," School Review, Vol. 66 (Winter 1958), 402-417.

CURRICULUM DEVELOPMENT

Ahrens, M.R. "Curriculum Improvement Through Action Research," High School Journal, Vol. 39 (April 1956), 364-369.

Ammons, Margaret. "An Empirical Study of Progress and Product in Curriculum Development," Journal of Educational Research, Vol. 57, No. 9 (1964), 451-457.

Angle, Philip H. "Designing a Dynamic Curriculum," Audiovisual Instruction, Vol. 15, No. 1 (January 1970), 36-38.

Axelrod, Joseph. "Curricular Change: A Model for Analysis," Research Report (University of California, Center for R&D in Higher Education), Vol. 3, No. 3 (1968), 1-5. (Deals with the construction of a theoretical model of the curricular-instructional subsystem. Incorporates a new analytic language consisting of 3 structual and 3 implemental elements.)

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